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The Clearing House

A faculty journal for junior and senior high schools

VOL. 28

OCTOBER 1953

No. 2

Contents

You Either Have the Right—or You Don't (School Law)	<i>L. E. Leipold</i>	69
Vice-Principals: Are They Out-of-Date?	<i>G. L. Wahlquist</i>	78
12 Sensible Steps in Remedial Reading	<i>Delwyn G. Schubert</i>	80
The 12 Misfits and the Class That Fitted Them	<i>Katherine E. Doyle</i>	82
What Do You Mean—Pupil Personnel Services?	<i>Frank G. Davis</i>	85
Meet the Myths: Tenth-Grade English Unit	<i>Miriam Stewart Cox</i>	89
The College Club of Dobbs Ferry High School	<i>Charlotte A. Heuss</i>	95
Senior Survey of Coraopolis, Pa.	<i>John Huston</i>	97
Operations Cafeteria: Social-Studies Investigation	<i>W. L. Colombo</i>	98
Junior Gestapo in Student Government	<i>Donald I. Wood</i>	100
Why Fair Lawn High Faculty Is Organized by Grades	<i>Charles W. Mintzer</i>	103
They Can't Do This to Me!	<i>William Plutte</i>	104
English 3: War of Attrition?	<i>John S. Joy</i>	106
"Make Your Quota": Plan Gets Half-Grade Improvements . .	<i>Joseph R. Casey</i>	108
Don't Dump Them on the Librarian	<i>Chase Dane</i>	110

Departments

Findings	84	Events & Opinion	113
Tricks of the Trade	105	Book Reviews	115
Recently They Said	112	Audio-Visual News	128

CH articles are listed in the Education Index.

CH volumes are available on microfilm.

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We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

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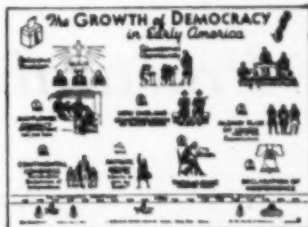
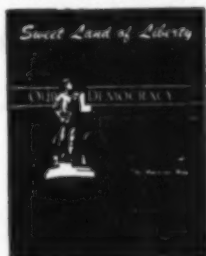
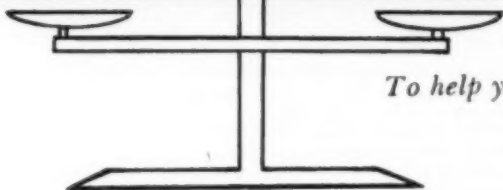


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THE CLEARING HOUSE

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20 common points of school law

You Either Have the Right— OR YOU DON'T

By L. E. LEIPOLD

THE PRINCIPAL was polite but firm with the distressed mother who sat before his desk.

"You cannot see Miss Harris at this time and that is final," he said. "However, I will arrange a conference between you and her at a time mutually agreeable. Right now she is busy with her classes."

"But I took this morning off just to see Miss Harris and I intend to see her," objected the adamant mother. "I am not satisfied with my daughter's progress in her class and last week she made her stay after school, which she had no right to do—"

The principal won his point and Mrs. Distressed Mother left in a dither, with the final word that "her husband would do something about it." Thus was born one more of the hundreds of school-law cases which annually find their way into our courts.

In this particular instance the principal won, for the court upheld his right to decide who should be allowed to see his teachers during school hours and also his right to deny parents such permission if he saw fit to do so.

In such cases, sometimes parents win their points and sometimes the school personnel win theirs; but regardless of the outcomes, the many court decisions which have

been handed down through the years have built up an impressive mass of evidence on what can and what cannot be done in the thousand and one matters which daily confront both parents and school people. There have been laid down some very definite lines of authority governing a multitude of school situations which can be used to guide school people when insistent parents believe that they have a just complaint and "want something done about it."

As a teacher of school law at a training center for teachers and school administrators, the writer has come in contact with hundreds of cases involving the schools which have had their origin in such everyday occurrences as the one just mentioned. For this article there have been selected representative questions that often come up between parents and school people, each one followed by a concise summary of present legal opinion on that particular point.

It must be borne in mind that no arbitrary answer can be given to a question in law for any one particular set of circumstances, for the factors involved in each case differ from those of every other case. However, it is possible to present *general statements of fact* which can guide teachers in deciding their courses of action when differences arise and which the courts them-

selves use in part to determine the nature of their decisions.

Few readers indeed will fail to find some points of similarity between certain facts in these cases and those in discussions which they have had at some time or another with parents. The cases given here were selected in part because of their high interest to school people and parents and in part because of the practical value of the points of fact brought out in the decisions.

Question 1. "Can the board of education make a rule prohibiting my child from leaving the school grounds at noon?"

It is a well established power of the board of education to make and enforce such rules as the members of the board think are necessary for the efficient conduct of the schools. This is largely a question of determining what is *reasonable* as well as what is *necessary*.

There is undoubtedly a freedom of restraint upon the individual when he is required to obey certain rules, but to hold that he is not obliged to do so would result in utter chaos. Therefore, if a board decides that it is for the good of the school to keep all pupils on the school grounds during the noon hour, it in all probability has the power to do so.

It might be well for the board, however, to keep in mind when rules are made that there might well be certain valid exceptions to each rule, and thus by exercising common sense prevent controversies. In this case, pupils who live a reasonable distance from school perhaps should be allowed to go home for lunch, though they would be subject to the same rules as all other pupils in respect to frequenting neighborhood stores during the noon hour and complying with other reasonable expectations in return for the privilege granted to them.

Question 2. "If my child is permitted to take part in the high-school graduation exercises, doesn't that mean that he has been graduated?"

Not necessarily. The board of education and school officials set certain requirements which must be met before a student is graduated. He must complete certain courses and receive certain marks in the courses taken. The mere fact that he is permitted to go through the graduation exercises does not make him a graduate of the school.

Sometimes students are permitted to do this just for appearance's sake, to keep feelings from being hurt and to prevent embarrassment. In such cases they frequently receive dummy diplomas. Sometimes school officials do not know at the time the graduation exercises are held whether or not certain members of the class will eventually receive diplomas. However, going through the form or routine of graduation is not necessarily graduation.

Question 3. "I would not allow my daughter to wear a cap and gown, so the school superintendent would not give her her diploma, nor was she allowed to be at the graduation exercises. Does he have the right to do this if she has completed the other requirements for graduation?"

A case similar to this was tried in the courts. Here are the brief facts of the case and the court's decision. A high-school student refused to wear a cap and gown and was therefore denied the right to attend the graduation exercises of her class. She was also refused a diploma, the school authorities contending that since she did not attend the graduation exercises she therefore was not entitled to a certificate of graduation.

The court held that since the student completed satisfactorily the subjects required by the school for graduation, she was entitled to a diploma and the fact that she did not attend the exercises themselves was not significant. The girl is entitled to her diploma.

Question 4. "May I, as a parent, examine the school records of my child?"

Not necessarily, as there are portions of

school records which are of such a nature that they might result in harm to someone if they were made public. Also, all parents cannot interpret intelligently the records of the school any more than they could interpret a medical doctor's records.

However, parents are entitled to know the nature and quality of the work their children are doing in school and hence may request such information. They therefore have the right to inquire the names and nature of subjects taken and the marks received in them and the school must furnish this information upon request. School records are the property of the district and not of the school staff or administration.

Question 5. "Can the school compel my child to take a physical examination?"

Yes, why not? If the school requires a physical check-up of a child, it has only one purpose in mind: the best welfare of the child or of the children with whom he associates. However, most schools give parents an option. If they do not want their child to be examined by the school physician they may have him checked by their own physician.

Reasonable rules are upheld by the courts and the compulsory examination of school pupils has been held to be such a rule. Presentation of evidence of good health as a prerequisite of school attendance has been upheld as a reasonable requirement of the board of education.

Question 6. "My child was injured while at play at school. What are my chances of collecting damages?"

Practically none. Ordinarily there is no liability for injuries sustained by pupils while at play at school. School districts are not insurers of the safety of pupils. To make a school district liable for injuries to pupils when some definite law has not been violated, one must be able to prove negligence on the part of someone in authority, and this has been very difficult to do. Even

EDITOR'S NOTE

Somehow a good many parents have a tendency not to see eye to eye with school people over various matters involving points of school law. This can lead to some lively discussions between what lawyers call the party of the first part and the party of the second part—and often enough to argument, dissension, a bit of mayhem, or a lawsuit. Dr. Leipold, principal of Nokomis Junior High School, Minneapolis, Minn., and an instructor of school law, has assembled some twenty questions concerning the rights of children and the authority of the school, over which parents and school people are in frequent disagreement, and has illustrated the law in the matter through interesting court cases. Either you can or you can't—and here's why.

if negligence is proved, in most states school districts are still not liable unless such liability is imposed upon them by statute.

If a student is injured while playing football, basketball, or any other competitive sport, he has virtually no chance of collecting damages. When he consents to play he also consents to take any chances which might be involved in such participation. Again, if negligence can be proved, there might be a case.

There is a very definite trend at the present time to make school districts or their officials liable for injuries to pupils if negligence can be proved—even if permissive legislation is lacking. Some states (California, for example) have recently passed laws making negligent school officials responsible in case of accidents involving pupils. There is also a trend toward insuring pupils, especially those engaged in sports.

Pupils who collide while playing games, who are hurt while using play apparatus which is in good repair, or who fall on the ground or on the school-house floor, generally cannot collect damages either in their

own name or through their parents. However, if apparatus is in disrepair or if supervision is inadequate there may be liability on the part of someone. Whenever negligence can be shown, a case is immeasurably strengthened.

Question 7. "Can authorities compel me to send my child to school? I consider myself as a parent the best judge of whether or not he should be in school."

Yes, they can, at least during the years he is of compulsory attendance age, unless an equivalent is provided in some other manner. One of the most important natural duties of a parent is the obligation to educate his children. This duty he owes not only to his children but to the state. Hence if a parent neglects to perform this civil obligation or willfully refuses to do so, he may be compelled by law to do it.

The question of what constitutes compliance with compulsory education laws is of importance. Ordinarily compulsory attendance laws do not require children to attend *public* schools; in fact, laws seeking to make such attendance compulsory have been declared unconstitutional. In lieu of public-school attendance, private- or parochial-school attendance is recognized as an equivalent. Also, home instruction if given by qualified persons and equal in quality to that of the public schools is usually recognized by the courts as being a satisfactory substitute for actual school attendance.

However, the vast majority of children attend either a public or private school and are expected to be in attendance on all days on which school is in session. Illness is usually a sufficient reason for non-attendance, though if persistent in nature, a physician's statement may be necessary. A child cannot be compelled to walk an unreasonable distance to school nor can he be forced to attend when the weather is unduly inclement. If he does not have adequate clothing, the state must step in and provide

it, and if his health is such that medical attention is needed which the parents cannot afford, the state must make provision for it.

Excuses may be required by schools for absences and failure to provide an adequate excuse may result in charges being preferred against negligent parents. The state takes the position that every child should be in school every day possible, and parents may be charged with negligence if any other course is pursued.

Question 8. "My daughter was married while in high school. She was suspended by the principal shortly afterward because of her marriage. Does he have the power to do this? I want her to finish high school even if she is married."

Marriage in itself is not a sufficient reason for expulsion unless immorality or misconduct is shown or unless the welfare or discipline of the school is injuriously affected by the presence of the married person. The school authorities' opinions on these matters very probably would be upheld by the courts if an actual case were brought before them. Pregnancy on the part of a student would undoubtedly constitute sufficient reason for asking that person to drop out of school.

Question 9. "Does a teacher have the right to use corporal punishment on my child? I contend that she does not have that right. If anyone is to punish my child, I intend to be that one."

Court cases bear out the contention that teachers have the right of correction. However, such punishment shall be reasonable in nature and inflicted without malice. In one case (*State vs. Ward, 43 AD 345*) the court held: "In inflicting corporal punishment, the teacher should be governed as to mode and severity of punishment, by the nature of the offense, the previous good or bad conduct of the pupil, and the age, size, and sex, and apparent power of endurance.

In general, a teacher may inflict corporal punishment but it must be reasonable and without malice." Where a teacher's punishment has been excessive, the courts have held that the teacher is liable in damages.

New Jersey, I believe, is the only state which specifically prohibits corporal punishment of pupils. In other states it may be inflicted but sometimes parental consent must be secured. Generally, the decision is left up to the school authorities.

In a New York case, a boy dropped a book from the auditorium balcony onto the head of another pupil below. He was whipped by the principal for this act. Two days later he was examined by the school physician and also by a private physician hired by the parents. The former found what he termed "a black and blue mark on the boy's right buttock," while the latter claimed there were "several areas of ecchymosis on both buttocks." During the proceedings it developed that "ecchymosis" is merely a four-syllable word for "bruise" and the court found no cause for action, deciding in favor of the principal. (50 N.Y. 2nd 699)

Pupils cannot be compelled to wash blackboards, sweep floors, or run personal errands for teachers, nor can they be punished for refusing to do so. However, they may *volunteer* to do so, if they wish. Also, if a pupil draws an offensive picture on the blackboard, he may be compelled to erase it and can be punished for drawing it, but he cannot be compelled to wash *all* of the boards nor sweep the floors because of his artistic efforts displayed on one board.

Question 10. "May school authorities suspend my child? I pay taxes to keep my child in school, yet some school authorities claim they can deny him the right to attend."

Yes; generally speaking, they may. A teacher or principal may suspend a child, usually for a short period of time only. A board of education may *expel* a child for sufficient reason—that is, deny him the right

to attend school at all in that district. Attendance at school is a *privilege*, rather than a right, and pupils and parents must conform to certain rules and regulations in order to maintain that privilege.

Obedience to the school's reasonable rules and regulations is a necessity; studying and maintaining passing grades have been held to be reasonable requirements for school attendance by the board of education. It is the duty of the school authorities to maintain good discipline and if the suspension of certain pupils is necessary to maintain such a condition, the school certainly has the right to require it.

Persistent absence or tardiness, insubordination, use of profane language, smoking or drinking, failure to maintain a certain scholastic rating, and failure on the part of a parent to permit his child to pursue a certain course of study required by the school authorities, have all been construed by various courts to be grounds for suspension or expulsion.

Question 11. "I do not believe in vaccination yet the school authorities threaten action against me if I don't have my child vaccinated. Can I be compelled to do this against my will?"

The control of schools is given by law to school boards. They may make such reasonable rules and regulations as they consider best for the welfare of the school. Therefore, if they believe it necessary to require pupils to be vaccinated, they may usually do so. If there is statutory authority back of their request, there is little doubt of the existence of this right. In the absence of a law giving them this right, it is usually necessary to have evidence of an epidemic or threatened epidemic within the community before the board can actually compel children to be vaccinated against a disease.

A parent cannot contend that such vaccination violates rights of conscience and thereby defeat the purpose of the require-

ment. Therefore, prohibiting unvaccinated children from attending school is a valid exercise of police power and is constitutional. Boards of health may exercise this power even when boards of education have found it expedient not to do so. (105 N.E. 670) (211 N.Y. 386) (135 A. 159)

Question 12. "What responsibility does the school have when a teacher takes my child on a field trip?"

The field trip is rapidly being recognized as an extension of the classroom and the same rules apply in both cases. Therefore, schools may make reasonable rules and regulations governing pupils while away from school on field trips, short or long, and they may enforce them the same as they would rules of the classroom. Also, the same rules regarding responsibility and liability generally prevail.

Schools must do everything in their power to make field trips safe for pupils. Anything less than this might well constitute negligence.

To do this, parents should not only be aware of contemplated excursions but should give their consent in writing to the proposed trips. This is not a legal "out" for the teacher, nor can parents sign away the rights of children, but it is good procedure and good public relations. In addition, adequate supervision should be provided by school authorities and the teacher in charge must act in a reasonably prudent manner and display at least an average amount of foresight and consideration for his charges.

Owners of industrial plants must also act to insure the safety of visitors. By consenting to the visit, they accept responsibility to a degree, so they too might become involved in a suit in case of injury to a visiting child.

Question 13. "Can a teacher or principal punish my child for something that he does while off the school grounds?"

A school's responsibility for the conduct of children enrolled does not end when a child steps off the school grounds. Generally speaking, a school may make reasonable rules and regulations governing the conduct of children while going to school or going home from school.

In one instance, a teacher punished a boy who abused some small girls who were returning home from school. The boy was in his own yard and the girls were actually trespassing across the yard. However, the court held that that fact was immaterial and it upheld the right of the teacher to punish the boy.

Actions committed by students outside of school which reflect directly upon the school may be subject to disciplinary action by school authorities. For example, if a coach has a "no smoking" rule and a member of the squad is seen smoking on the street, or in fact *anywhere*, he may be suspended from the team. Pupils may also be suspended from school itself if "no smoking" rules are broken away from school. However, it is doubtful whether the breaking of such rules during summer vacation when school is not in session can be made the basis for future punishment by school authorities.

Question 14. "Does the parent surrender all parental rights to a child when that child is in school, the teacher being "in loco parentis," that is, taking the place of the parent?"

To a degree, yes. The teacher takes the place of the parent in educational matters and the parent surrenders such powers as may be necessary to educate the child. School people should bear in mind that *all* rights are not surrendered by the home when a child is in school, as the courts have assumed that parents are governed in their actions toward their children by a certain maternal and paternal affection which a third party cannot possess. Therefore, while teachers may inflict punishment upon a

child, for example, such punishment must be reasonable and without malice. The courts are much more lenient toward parents in this respect than they are toward teachers. However, parents do give up certain rights temporarily to the school and the assumption is that such rights will be treated with respect.

Question 15. "If my child is injured in a bus accident while being transported to or from school, who is liable?"

Transportation of pupils has become an accepted school procedure. In most states statutes regulate such transportation and rules and regulations are set by local districts. School districts are generally not liable in most states and therefore cannot be sued for damages, but bus drivers, as employees, may be held responsible if negligence can be shown and especially if liability is imposed by law. Also, it has been held that school districts cannot pay for medical services for injured pupils unless authorized to do so by law.

Generally speaking, if a bus driver uses reasonable caution, he is not liable for injuries to pupils. However, if negligence can be proved, a parent may have a case. Suits have been brought by parents, in many instances, but the courts have generally upheld the school districts and their officials. The trend is definitely toward a broader recognition of the responsibility of drivers for negligent acts and schools are now generally recognizing this fact.

Question 16. "Is it legal for a teacher to read the Bible to pupils during school hours?"

The separation of church and state is recognized in America. However, boards of education may make rules and regulations to govern the schools under their control. They may, therefore, exclude all forms of religious instruction during school hours if they wish to do so. However, since all boards receive their powers from state

legislatures, they may not authorize any type of religious instruction, including Bible reading, unless empowered to do so by the state legislature. Therefore it is necessary to look to your state constitution and to your state laws to determine just what powers your local board of education has in this respect.

In New York a court has held that education in state-supported schools must be non-partisan and non-sectarian, while in Colorado the reading of the King James version of the Bible, without comment, is held to be non-sectarian. In Illinois some years ago a court held that the reading of the King James version and repeating the Lord's Prayer is a violation of the state constitution, which guarantees the individual the right of free exercise of religious profession and worship. Illinois has also challenged the right of schools to excuse pupils during school hours to go elsewhere for religious instruction, though this practice is quite prevalent in many states.

Recently there has been a trend toward purchasing textbooks from public funds for parochial-school use and to transport pupils in public buses to parochial schools. It is very probable that this trend will increase in the future.

Generally, a non-denominational prayer and Bible reading without comment in schools is unquestioned by most parents. If an issue is made of it, the answer can be found in your state constitution, your state laws, and probably eventually in your courts. It is at present a much discussed issue.

Question 17. "The school superintendent says my son has to study algebra. I don't want him to. Can I prevent his taking algebra?"

While boards of education have the right to control the curriculum, they nevertheless have only such powers as are granted to them by statute. However, the establishment of many courses has been held to be

within the power of the board. There are certain rare exceptions to this rule and most of them date back some years.

A school may establish a program of studies or several programs. The pupil in the latter case may have some freedom of choice while in the former case he may have none at all. If a parent protests his child's taking a certain course, the court may uphold him—but a school will not have to grant that child a diploma unless he has completed satisfactorily the prescribed courses! In such a case, the parent loses even if he wins.

Schools today make every effort to meet the needs and interests of their pupils. It is therefore generally possible for parents and school officials to work out solutions to whatever problems may come up.

In one court case, a father contended that his son did not have to study grammar in school, since the state legislature did not make it a mandatory study. The court agreed and the son was excused by the school authorities from the grammar class. In a case in another state, the court upheld the right of the parents to choose their children's subjects, though it was pointed out that the school did not have to grant anyone a diploma who did not fulfill all course requirements. The right of a parent to deny his child permission to enter a social dancing class at school has also been upheld by the courts.

On the other hand, courts have upheld the schools on such matters as these:

a. The right to expel a child who refused to write a composition assigned by the teacher.

b. The right of the school to require attendance of a child at a music class in spite of his parents' objections.

c. A school required participation of its pupils in a class play. One boy refused and was upheld by his father. The court decided the school's rule was reasonable and could be enforced.

d. A school required its pupils to partici-

pate in declamatory work. One child refused to do so, and the school was upheld in its contention that he should be compelled to take part if he wished to remain a student in good standing.

Question 18. "Can a pupil be suspended until he pays for damages caused by his actions at school?"

That depends upon whether his acts were willful or malicious or merely due to negligence. Negligent acts are not grounds for suspension or expulsion. For example, if a boy unwittingly bats a ball through a schoolhouse window, he cannot be suspended for the act nor can the facilities of the school be denied him until he pays for the damages. However, if he willfully breaks schoolhouse windows or carves up the school desks, he may be suspended for such actions and it is reasonable to assume that he may be reinstated if he pays for the damages done. (9 N.W. 356)

Parents have been known to sue school authorities because of the expulsion of their children. Generally speaking, they have no case unless the child was not rightfully suspended or expelled or unless the parent sustained some direct pecuniary injury thereby, since it is the child rather than the parent on whom the deprivation falls. Even if the expulsion might be unlawful, this opinion prevails.

Question 19. "How can negligence be proved against a teacher or other school official?"

Negligence is discussed by the American Law Institute (Chap. 12, page 320) as follows: "The circumstances under which the custody of another is taken and maintained may be such as to deprive him of his normal ability to defend himself, or to deprive him of his protection by someone who, if present, would be under a duty to protect him; or though under no such duty, would be likely to do so. A child while in school is deprived of the protection of his parents or

guardian. Therefore, the custodian of the child is properly required to give him the protection which the custody . . . has deprived him." Failure to do so constitutes negligence.

Teachers who are acting "in loco parentis" must assume the responsibilities ordinarily assumed by the parents. They must reasonably anticipate danger. Unless they do so they are liable for whatever consequences may ensue. For example, a teacher who knows that a group of older boys is in the habit of bullying the younger pupils to an extent likely to do them bodily harm is not only required to interfere when he sees the bullying going on but also must be reasonably vigilant in his supervision of his pupils so as to ascertain when such conduct is about to occur.

A chemistry teacher who allowed his

pupils to perform a dangerous experiment while he was out of the room and thereby injure themselves was found guilty of negligence, as was a scoutmaster who permitted his boys to use a dilapidated truck without warning them of its condition, with the result that they were injured when the truck ran off the road. A teacher who allowed older boys to ride their bicycles across a crowded playground, with the result that a small child was run down and injured, was found negligent, as was a lunchroom manager who permitted a girl employee to step on a stool to put some items on a shelf; the stool tipped and the girl injured herself severely.

It is becoming increasingly easy to prove negligence against teachers, officials, and districts. Eternal vigilance on their part is becoming the price of staying out of court.



Tobacco Hucksters Tackle the Texts

I don't really suppose many teachers of mathematics worry a great deal about cigarette advertising except that as seekers of the truth and proponents of rational thinking they may hate to see untruthful propaganda become so much a part of our national advertising.

It is a different story, however, when the nefarious methods of advertising cigarettes are used on us teachers by some publishing companies in an attempt to sell us mathematics textbooks.

I have here some horrible examples, which I shall quote from the advertising folders and post cards all of us get from the companies:

A plane geometry: "Here is a book that *guarantees* every student comprehension and provides a new standard in geometry teaching."

An algebra: "Easy to teach and interesting to every type of student."

Another algebra: "Use this text for more work from your students, less work for your teachers."

Another geometry: "Here is a self-teaching text. The discussions and explanations are so exceptionally clear that the pupil can *easily* understand them . . . and the teacher's load is lightened."

Most of the foregoing drivel is very poor propaganda. Take the first statement, "Here is a book

that guarantees every student comprehension." Who does the guaranteeing, the publisher? And if every student does not get comprehension from this text, may those who don't return their books and get double their money back? . . .

Take the next statement about a text, "easy to teach and interesting to every type of student." Does the genius who wrote this idiotic bit of exaggeration really think *any* text is interesting to every type of student, the slow, the sleepy, the day-dreaming adolescent? Doesn't he realize that all types of students aren't even interested in comic books? . . .

Besides the slogans already quoted, I could mention a "crystal clear algebra" and a "dynamic geometry" and "motivated" and "vitalized" books in both fields, but so far no atomic algebra, futuristic geometry, or trigonometric formulas shot from guns. . . .

. . . I suggest that the publishers return these particular ad writers to the tobacco companies where the propaganda methods of Vishinsky and Gromyko are still approved and get writers with high ideals to think up slogans for textbook advertising.—EDWARD A. C. MURPHY in *Independent School Bulletin*.

VICE-PRINCIPALS: Are They Out-of-Date?

By G. L. WAHLQUIST

I DON'T WANT Jack counseled. I want him disciplined!"

It was only a few short years ago that a teacher stormed into the office with that statement. Looking back over these years, one can see an amazing change in both teachers and students. Today, with a few exceptions, teachers typically come in with such statements as: "I'm worried about Bob's attitude. I've tried in every way I know how to change it, but I haven't succeeded. Will you see if you can find out what is bothering him?" Or: "Pete looks like an average boy, but isn't producing even average work. Is he below normal in ability or could he possibly be deficient in achievement in some way?"

The first statement was made about the time that the policy of having full-time counselors was adopted. There was no boys' vice-principal and the girls' vice-principal was mainly concerned with numerous administrative responsibilities, such as planning the assembly programs and coordinating the many excellent service clubs. Mr. B. L. Bergstrom, superintendent of El Monte Union High School, ably contended that all types of referrals should go directly to the

counselors, including those referrals which generally are thought of as being "disciplinary" in nature. Despite the fears that had been engendered by the theoretical statements found in many textbooks in guidance, and with a different philosophical approach, it was determined that all students were to be sent to the counselors on an "adjustment" basis rather than on a "citizenship" basis. To some teachers this represented a relaxation of authority in the school and certainly would result in Chaos! Others doubted that guidance and discipline could be handled by the same person acting as a counselor.

The results achieved have probably been due to certain premises which may be briefly stated as follows:

1. Every student does what he does for a reason. No person just "has the devil in him."
2. Reasons for actions are not usually realized by the student.
3. Many unfavorable or anti-social actions are the result of misunderstanding or lack of adequate information.
4. Inability to "save face," or defend the ego, which all are constantly trying to do, will be seen in a wide variety of unsocial behavior.
5. Treatment of symptoms never gets at the cause.
6. The counselor has two responsibilities, one to the individual and the other to society. Neither must be forgotten!
7. The premise of No. 6 limits our therapy: Sometimes lines must be drawn which can be stepped over only with dire peril to the individual.

EDITOR'S NOTE

If you are a vice-principal, Dr. Wahlquist thinks that you should resign and accept an appointment as assistant principal. The author, director of curriculum and guidance of the El Monte Union High School District, El Monte, Cal., explains why he thinks vice-principals are out of date.

What has been the result of this adjustment approach? The second statement quoted at the beginning of this article indicates the definite change in the attitude of some of the teachers (others have always had the "adjustment" approach). There has been a noticeable reduction in the number of violent student reactions to teacher rules and requirements. It has not been necessary to bring a single student before the School Board for expulsion in several years, and most suspensions have been "until you bring your parents in"—with very few repetitions of this request.

New teachers and visitors remark about the friendly spirit in the school. Visitors to our weekly assembly program are congratulatory on the decorum of our students. Perhaps the biggest test of all is that very few complaints are registered either by teachers or parents about lack of discipline in the school. Nor does the fact that counselors must sometimes "lower the boom" on a few students hinder the increasing number of students who come voluntarily to the guidance office for assistance. Over half of the

counseling interviews last year were with those who came in on their own volition.

If the concept of the vice-principal is that of the disciplinarian whose main tools (I almost said weapons) are "bawling out," threats, suspension or expulsion—then the vice-principal is certainly an outmoded feature in the high school. However, if the vice-principal is operating on the seven premises outlined earlier in this article, the job has been lifted above and beyond its old meaning and form.

Because it is often difficult to pour "new wine in old bottles," a trend has begun to replace the outworn title of vice-principal with the more meaningful title of "assistant principal." The latter indicates the true nature of the person who handles the many administrative details that the principal of a larger school hasn't time to handle by himself.

Are vice-principals out of date? That depends on how the top administrator and the incumbent in the job view and handle the job. It is certain that the job has changed! Why not the name?



Supervision Without the Window Dressing

I wish to propose three criteria for judging good supervision that I am quite sure you will not find in any textbooks. But then I don't know any texts on supervision which, in my opinion, really get to the heart of the technique, for after all, supervision is essentially an active sort of relationship that exists among people who are striving together for a common goal. Hence, supervision is not a pattern of devices and techniques, but is insight into and participation in a pattern of human relationship.

At all events, here are three principles which, in my opinion, serve best to evaluate supervision. Do you wish to apply them to me or to Mr. Griffiths, and see how good or bad we are?

Principle 1. The supervisor works *with* people, not *over* people. He is not apart from, too far above, or too separated from the people being supervised. He is one of them as they work together, and yet when necessary can become a separate identity. He is thus a member of the group and

yet can stand alone, apart, when he must take the responsibility.

Principle 2. The supervisor does not use pre-organized, prefabricated "best" techniques. He uses the techniques that arise naturally from the situation. He does not work like an efficiency engineer, with a time schedule in one hand and a stopwatch in the other. His techniques are the natural and necessary concomitants of the situation as it operates.

Principle 3. The supervisor so acts that his "supervision" becomes less and less necessary. The supervisor is most successful when he succeeds in eliminating the need of his own efforts. For instance, when he can so help teachers perfect their own "discipline" that he no longer needs to provide help, then he is most successful. In brief, supervision is most successful when it provides for its own eventual elimination.—LEON MONES in "Daily Bulletin" of Cleveland Jr. High School, Newark, N. J.

12 Sensible Steps in REMEDIAL READING

By
DELWYN G. SCHUBERT

A CONSERVATIVE estimate has it that one quarter of all students in junior and senior high schools are deficient in their reading skills. Many of these students are retarded two to four grades in reading ability. Because of this retardation their academic achievement is limited and they suffer constant frustration from reading demands made on them.

The following principles are set forth in an attempt to state briefly and simply some guiding tenets for junior- and senior-high-school teachers wishing to improve or initiate a remedial program for secondary-school retarded readers.

1. Select and concentrate on retarded readers whose mental ages are considerably above their reading ability. By working with students who have potential, you can be assured of maximum returns in pupil growth. Remember that some retarded readers are really slow learners who are doing as well as can be expected.

2. Try to uncover and remove the cause or causes of reading deficiency. Briefly, these include physical defects, emotional maladjustment, and unfavorable home and school environments—both past and present. Teachers should bear in mind that a

retarded reader is usually a product of multiple causation.

3. Catalogue each student's specific weaknesses through tests, observation, and conferences. Is he deficient in his sight vocabulary? Can he attack new words? Can he use the dictionary? Can he comprehend sentences and paragraphs? Can he follow directions?

4. Recognize that extreme cases do exist which are beyond your ken. These should be sent to a reading clinic or put in charge of a reading specialist.

5. Establish rapport immediately. Be understanding, sympathetic, optimistic, and enthusiastic when working with retarded readers. Let them feel that you believe they are worth helping and that they can overcome their difficulties.

6. To restore confidence and dispel fear of failure let the retarded readers experience initial success. This can be done by introducing easy materials coinciding with their individual interests. With the help of your librarian and students it is easily possible to accumulate a number of books and magazines of varying difficulty and interest appeal for your classroom.

7. Eliminate boredom by having the students engage in several kinds of activities during each period and by turning drill into game or play activity. For example, with very little effort you can turn the ordinary Bingo game into Wordo or Phraso. Football can be played between teams of retarded readers. Successful reading may constitute ten yards, a first down, inaccurate reading a fumble or five-yard loss.

8. Cooperation of the parents is needed

EDITOR'S NOTE

Dr. Schubert attempts to suggest some down-to-earth, grass roots things that can be done now for retarded readers. He is director of the Reading Clinic at Los Angeles State College of Applied Arts and Sciences.

for best results. Too often the home negates what the school accomplishes. This is especially true if a parent or sibling interferes with remedial work by tutoring the child. Generally, brothers, sisters, and parents make poor reading teachers. This is because they lose patience easily and know little about proper methodology.

9. Use progress charts of all kinds and descriptions as a means of recording student progress in a dramatic way. Encourage students to construct their own charts for recording changes in speed, comprehension, books read, etc. These have more motivating power than those forced on the group by the teacher.

10. Meet with remedial students at least

twice a week but avoid conflicts with cherished activities—camera club, gym period, music, etc.

11. Try to keep the remedial group free from stigma. This can be done by giving credit for remedial work and by including in the group superior readers who are not measuring up to their full capacity.

12. Have as your most basic objective that of developing in your students a genuine interest in reading. Unless you succeed in this regard, your students will never continue to achieve in their reading. Temporary reading improvement will not take care of future reading situations if students fail to develop an interest in reading widely and continually.



Physics and Chemistry Courses Are Out of Step

As the high-school population changes and becomes more heterogeneous, one would expect similar changes in the groups now enrolled in science courses. This is nearly true for biology and for general science, but enrolments in physics and chemistry courses continue to decline. Since 1947 there has been an actual as well as a percentage decrease in the physics and chemistry enrolments, which still are much less heterogeneous than the total school population. Enrolment in courses other than the four mentioned appears to be increasing. The total enrolment in science courses for grades nine through twelve was more than 50 per cent of all the youth in high school at the beginning of the 1952 school year.

The trend of enrolments in high-school science courses, when supplemented with other trends to be noted later, suggests three things:

1. The biological sciences, even as now organized and taught, have a stronger appeal to students than present courses in physics and chemistry.

2. Courses in physics and chemistry, unless radically reconstructed, will continue to serve an even smaller proportion of high-school youth, most probably those with a well-developed interest in a career in the physical sciences. The trend toward developing alternatives to chemistry and physics is

obviously in the direction of physical-science courses comparable to the present biology course, and also, in some of the larger schools, in the direction of such courses as practical chemistry, electronics, and earth science.

3. The fate of general science as it is presently organized in the four-year senior high school is problematical, although it now attracts a considerable enrolment. It may be expanded and reorganized to take a more important role in the science program than it now does. It is also possible that general science will be replaced or absorbed by a two-year science sequence in the biological and physical sciences designed to serve the needs and interests of all high-school youth.

To summarize the high-school situation, it seems certain that the traditional courses in high-school science no longer serve the needs of very many youth now enrolled in the high school. Designed to serve the alleged needs of a selected population, these courses seem definitely out of step with existing conditions. A growing awareness of this situation on the part of science teachers and other educators is evident, and progress toward a science program which will interest and challenge all youth is discernible in the literature and in many schools.—HUBERT M. EVANS in *Teachers College Record*.

THE 12 MISFITS *and* the Class that Fitted Them

By
KATHERINE E. DOYLE

WE SPEAK very glibly of our educational system in the United States as one in which we educate all the children of all the people. Perhaps in the most literal sense we do, for, taken from the Latin, the word educate means to lead forth, to develop the natural abilities. The sixty-four dollar question is, do we lead them in the right directions and develop the most desirable natural abilities? To find our answer we need only look into any average American classroom, where we should shortly discover the bane of every teacher's existence, the misfit.

As we all know, in America anything can happen and we have all heard about what happened in Pasadena. As a morale booster, something which happened to a small group of boys in a school in upper New York State may be worth a brief glance.

All of the boys concerned were so-called misfits. They had I.Q. ratings somewhere between 80 and 90 and their ages ranged from eleven to eighteen. Most of them had poor home backgrounds and living conditions and the major part of their school time was spent either in the halls or in the principal's office where the teachers, in desperation, had sent them. Their chief aim was to become old enough to quit school and go out into a world where, although they didn't realize it, they would continue to be maladjusted and menaces to themselves and society.

After considerable consultation on the part of the guidance counselor, principal, parents, and teachers, it was decided that a special class would be attempted as an experiment and one of the young male teachers agreed to tackle the project. The general

plan was to find activities which would interest the boys, develop skills which would have future value for them, give them some feeling of self-esteem and, more broadly, help them to adjust to society.

When school opened, the principal met with the group—about twelve boys—and briefly and informally described the idea and asked how many would like to try it in preference to attending all of their regular classes. All but one were in favor of giving it a whirl (and "whirl" very accurately describes the first two weeks), and the dissenter was allowed to continue as he wished.

The keynote of the experiment was to be informality and in this respect they all, down to the last man, cooperated beautifully. For the first few weeks the class, which was held outdoors, opened with a free-for-all brawl. Fighting was the one natural ability which the boys had developed most successfully. Much against his inclination and educational principles, the teacher was temporarily forced to use the persuasion of a modified birch rod where it would do the most good. Gradually this sort of procedure began to lose its appeal and the group settled down to the discussion and planning of some constructive activities. With suggestions and guidance from the teacher, the following are a few of the projects which together they worked out and executed:

1. Laid 175 feet of curb and gutter.
2. Planned, laid out, and painted the parking lot for the new school.
3. Laid out the soccer field and chalked it.
4. Made their own "classroom," i.e., put

up partitions, and obtained any equipment which they felt was needed.

5. Made a closet for the band uniforms.

6. Made racks for school supplies, clothes, oil drums, etc.

7. Arranged a storage space for the athletic equipment.

8. In addition to these planned activities they also assisted with odd jobs about the school and the boys helped the carpenter who was building an information booth in the town.

The class was held from 1:30 to 3:30 in the afternoon, while in the morning the members attended those regular classes in which they were most interested and could feel some degree of accomplishment. When the weather or other circumstances made it impossible to work on their projects, they met informally with the teacher for a work-out in the gym, for classroom games such as Twenty Questions, which requires a considerable degree of thinking, or for leisure reading on their own level.

At all times the teacher was one of the group, wrestling with them, helping them work out their problems, and even taking his shower with them instead of using his own private stall. As it turned out, getting the shower idea across became one of his major accomplishments. The closest most of the boys had ever been to this instrument of torture was the screen of the local movie house, and their attitudes ranged from stark terror to open hostility.

Through participation in the activities, the boys began gradually to demonstrate that they were on the way to realizing some of their goals. To execute their projects, it was essential that they make use of the basic reading, writing, and arithmetic skills; to lift a plank or a curbstone required co-operation; to go on an errand or do an unsupervised job, they had to be dependable. Above all, they were commencing to realize those intangible rewards which come from sharing with and looking out for the other fellow.

A few specific examples may serve to illustrate some of the ways in which these boys were led toward better self and social adjustment. Steve was almost sixteen and in the eighth grade. At almost any time of the day he could usually be found either standing in the hall outside his classroom or sitting sulkily in the principal's office. Each year his new teacher groaned when he saw him coming and braced himself for the inevitable ordeal. At the end of last year his previous teachers unanimously agreed that if there were a merit award for improvement, Steve would receive it. Better still, he has a job lined up at the mill and is eagerly looking forward to it.

Gerald was the direct opposite of Steve. He was really no discipline problem at all because no one ever knew he was there. He didn't talk; he didn't smile; he just sat off by himself. At the end of the term he was still no Demosthenes, but he did join in the games, talk a little, and occasionally come across with a smile.

George was the exceptional case and perhaps the most encouraging for the teacher. He was a welfare child, fifteen years old and in the sixth grade, but he did not have a low I.Q. He entered school late in the year at the request of the welfare worker, who had heard of the class. Since he was not in the district, he came on trial and was simply

EDITOR'S NOTE

This is the story of a school that adjusted itself to twelve misfit boys and accomplished things with them that otherwise had been impossible. The school is the Hadley-Luzerne Central School of Lake Luzerne, N.Y., and the means it employed were a two-hour afternoon class and a young male teacher who was willing to "take the pupil where you find him" (as witness that first week or two). Miss Doyle teaches in Marcellus, N.Y., Central School.

putting in time until he was sixteen and could quit.

George's attitude toward life was just about what one might expect of a child who had been beaten, shifted from home to home, thrown out of schools, and who had never known any affection or security. When he arrived he was sullen, wanted to be by himself, didn't seem to care what anyone said to him, and was impervious to punishment of any kind. How George changed and developed in the short time he was in the class is another story in itself. Suffice it to say here that while he entered with the sole purpose of leaving at sixteen, he asked permission at the end of the term to be allowed to return in the fall.

An interesting sidelight on George's case

is the reaction of the rest of the class when he joined. At the beginning of the year they undoubtedly would have made his life even more miserable by fighting and name calling. Instead, the teacher soon noticed that they were doing such things as trying to entice him into a game by "accidentally" rolling the ball in his direction.

The teacher, as well as the boys, learned a considerable amount this past year, and if you were to ask him what he considered the most satisfying aspect of the experiment, he would probably say it was the joy of knowing that the lives of twelve boys and one adult would be a little fuller, a little richer, because they had worked, played, and learned together in a goodly fellowship.



Findings

WHO MARRIES WHOM?: Teachers often are accused of spending their time clannishly together, rather than spreading their friendships and interests among the other groups in the community. This is not particularly borne out by the record of 123 marriages involving North Carolina teachers, for April, May, and June of 1953, as reported in "Cupid's Calendar" in *North Carolina Education*.

Only 11 of the 123 marriages were between couples of school people. And at that, we're counting as teachers in the 11 marriages two persons listed as "former teachers." Of the 134 school people involved in the 123 marriages, only 16% married school people. And perhaps it's only folklore that women teachers particularly aspire to marry their principals. Women teachers in this sampling were ministers' brides as often as they went to the altar with the principal—there were two cases of each. No superintendents were involved. This is no reflection on the appeal of superintendents, as most of them

probably are married by the time they reach that eminence.

MORAL-SPIRITUAL: Two-thirds of the teachers in the Napa, Cal., Public Schools (including Napa College) put their attitudes on the teaching of moral and spiritual values in the Napa schools on record in answering a questionnaire on the subject, says Leo Trepp in *California Journal of Secondary Education*.

Some 90% of the teachers thought that the schools should teach moral values, 85% favored teaching spiritual values, and 86% recommended greater emphasis on them. On the question of whether the schools should assume responsibility for moral and spiritual education, the "yeses" were from 50% of the elementary teachers, 66% of the secondary teachers, and 85% of the college teachers (reflecting the "receding influence of home and church as children grow up").

But on the question of whether the teachers felt they could teach religion without bias, only 32% said they could, 27% were doubtful, and 38% admitted they would be biased. Asked whether they thought their knowledge was adequate for teaching about religion, about 20% of the elementary and college teachers thought they had sufficient knowledge, while the secondary teachers responded with a modest 0%.

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EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

What Do You Mean—Pupil PERSONNEL Services?

By
FRANK G. DAVIS

AN INTELLIGENT college administrator the other day asked the question posed in the title of this article. Some people may consider him illiterate in their own professional jargon. However, if we were to ask the question of many persons who frequently use the term, we might not receive a clear-cut answer.

Recently there has been a good deal of pressure to use the term *pupil personnel* instead of the better-known *guidance*. A review of the minutes of the annual meeting of the guidance and personnel associations in Los Angeles in the spring of 1952 furnishes evidence of this trend. The fact is that the term *guidance* is being asked to cover too much territory. A number of writers on guidance have gone to considerable pains to make clear what services are guidance and what are not. Some thoughtful educators say that education is guidance and guidance is education, and they could probably put up a convincing argument for their thesis. The increased concern over the problem justifies a brief discussion here.

Since the number of those confused by the three terms—education, pupil personnel services, and guidance—is large, an attempt will be made here to define the terms. This is done mainly to gain reactions from thinkers in the field. Undoubtedly the subject deserves full discussion. The proposed definitions are:

Education:

a. As a process: We accept John Dewey's statement that "education is the reorganization or reconstruction of experience, which adds to the meaning of experience

and increases ability to direct the course of subsequent experience."

b. As a service: Education is that service which society provides in order that it may perpetuate itself and hand down to posterity the knowledge, ability, skills, and attitudes which it hopes will guarantee constant improvement in the welfare and happiness of its members.

Pupil personnel services:

Pupil personnel services are those special services provided by the school, which have as their purpose the adaptation of education (or schooling) to the needs, interests, and abilities of individuals as they adjust to themselves and to society.

Guidance:

Guidance is that service by which the school assists individual pupils to make those adjustments necessary in adapting education to their needs, interests, and abilities. Strang calls guidance the "service aspect of personnel work."

Before continuing this discussion it seems desirable to digress briefly in an effort to locate pupil personnel services in the total educational program. Furnishing education to more than 30,000,000 boys and girls is the biggest business in the United States, with the longest list of employees. Any evaluation of its leaders will impress one with the fact that it engages the services of a large number of distinguished persons devoted to the welfare of young America. A study of memberships of school boards throughout the country will reveal that while some of the members have been

chosen in situations in which politics played too large a part, on the whole, the vast majority of them are sincerely devoted to American youth. Employed by these school boards are thousands of superintendents and principals who, in cooperation with their boards, find themselves providing three main types of services:

a. Business and administrative, in which provision is made for furnishing money, buildings and grounds, equipment, books and supplies, transportation, and all those things necessary for the physical setting and direction of the education of youth and, in recent years, of adults. The provision and administration of these services is big business in itself.

b. Curriculum and teaching. This includes the selection of teachers and the leadership which will enable these teachers to give the best possible service to their pupils. Persons who are chosen to teach reading, arithmetic, English, social studies, music, art, foreign languages, manual arts, home economics, health, and many other subjects of our program of studies should be well-trained and skillful teachers. They should spend much time keeping abreast of developments in their special fields in both materials and methods. The teacher of any subject or subjects should be as proud of his competency and skill in the field as is the artist who excels on the stage, in literature, in painting or on the trapeze. All areas of knowledge and skill in the school program of studies have their own fraternities of workers, and should enroll and engage the enthusiasm of every person who calls himself a teacher. The second type of service, then, which school leaders must provide involves the curriculum or program of studies and the methods by which pupils are to be led to acquire competency in these fields of learning.

c. Pupil personnel services. The third type of service, that which is under special consideration here, is one which school administration must consider indispensable

and must provide. It concerns all those other activities which have as their purpose seeing that the individual is accounted for, is where he should be at his present stage of development and in the proper condition mentally and physically to meet the requirements implied in Dewey's definition of education. It is suggested that the reader re-read the definition of pupil personnel services given earlier in this article. Here are some of these activities:

1. Knowing who the pupils are and where they are. This should include knowing the pupils from birth until at least the end of the compulsory school age and probably longer. We call it the school census and it is much more than just counting pupils. It involves *knowing* them and seeing that their parents are kept acquainted with the school and what it desires to do for the children.

2. Getting the children into the school and keeping them there. This attendance service has grown in the last generation into something very much more than merely policing the playgrounds and alleys to see that everybody who should be in school is there. It involves much more social service than police work.

3. Seeing that pupils are physically and mentally fit to attend school and grow normally while there. This involves the school health services, which include:
 - (a) Physical health. Here are involved health teaching, health counseling, physical education, including correctional work, athletics, the recreational program, etc.
 - (b) Mental health. No modern educator would minimize the importance of the mental health of children if a school program is to be a success. It is just as important that a pupil have the courage to attack a problem as it is that he have the physical strength to solve it. It is equally important that a child be placed in a situation in which it is possible for him to succeed. Furthermore, the adequate school will make provisions for knowing when a child needs

help in either of these health areas and what to do about it.

4. Knowing the child's capacities, aptitudes, and limitations is another function which surely belongs under the caption of pupil personnel services. In order that this service may be carried out, the modern school conducts testing programs and uses other means of obtaining information about the pupil. Observations by teachers, reported in what are known as anecdotal records, questionnaires filled out by pupils, autobiographies, fact-finding interviews, reports from parents and from specialists to whom pupils have been referred, and several other techniques are in this category.

5. Seeing that pupils find their way into curriculums and activities where they can succeed and that they have special help in those subjects in which they have difficulty constitute another function which would seem properly to belong under pupil personnel services.

6. Seeing that pupils are provided easy and effective transfer from one school or grade to the one above, or into activities other than school. This we call articulation. When a child moves into a job during his school course or after finishing it, this service is usually called placement.

7. Helping pupils to become part of the next higher grade or school or other institution into which they have moved. This is known as orientation.

8. Seeing that pupils who leave school, either before or after graduation, become adjusted in activities which will best promote their growth into successful economic and social units. Promoting their progress here is important and is normally called follow-up.

9. Seeing that pupils who deviate markedly from the average are studied and provided with the best service possible. This is usually called special education and involves deviates of all types, including the gifted, the intellectually limited, those with speech, hearing and sight difficulties, the

EDITOR'S NOTE

Many readers no doubt got a whiff of what was in the wind when the former guidance journal, Occupations, had its name changed to Personnel and Guidance Journal. "Personnel" is a new term to reckon with in the schools—pupil-personnel services, that is. Dr. Davis, Professor of Education at Bucknell University, Lewisburg, Pa., has been working on a major project in this field, and attempts here to clarify the situation for school people.

spastics, those with cerebral palsy, and cripples of all types. These may be served at the regular school, a special school, or at home. Wherever possible they should be assigned to regular classrooms. Providing for these many needs requires services of numerous kinds, in school or in the immediate or wider community, including educational, psychological, psychiatric, and medical clinics, etc.

10. Making contacts with parents and considering with them the growth of their children in the school program. The large group of activities involved here traditionally makes up the report to parents.

11. Individual and group counseling. Probably no one will question listing individual counseling here, but some claim that group counseling is impossible. However, extensive experience of psychiatrists in mental hospitals and some experience and research in school situations would appear to justify the term and the belief that this service will grow in popularity among those engaged in the guidance of pupils.

12. Assisting in the classification and grouping of pupils for efficient learning.

13. Giving educational and occupational information.

14. Record keeping-pupil accounting.

The foregoing activities and services are usually classed as pupil personnel services. It should be quite clear why they are called *personnel* services. They are services con-

cerned with the individual in the attempt to help him develop into a successful personality, and not with business and buildings or subjects of study. Current definitions of personnel and pupil personnel leave much to be desired. The *Oxford Dictionary*, however, has made a significant contribution to understanding of the term *personnel* with this definition: "the human as distinct from materiel or material equipment of an institution, undertaking, etc." Pupil personnel services have achieved importance and status from the recent emphasis on every child as a unique personality deserving individual attention.

These services are closely related to the learning activities of the child. Indeed, teachers usually perform some—in certain cases many—of them in line with their regular teaching duties. However, they are sufficiently differentiated generally from the teaching function to be assigned to a different category for purposes of administration and supervision. And it should be added that, whatever administrative plan is adopted, the objective must always be to see that these services are available to every pupil.

It should be obvious that in any school, no matter what its size, the three basic activities discussed here should be clearly distinguished for purposes of efficiency. The leader of a small school may raise the question, "Why should I organize this little school of five teachers so elaborately? It's just another something for the theorists to write about." The difficulty is that when the same person performs duties different in

nature he is likely to need different objectives as well as different techniques. If a principal were to approach a pupil's or teacher's personal problem with the same attitudes and techniques needed in solving a business problem involving saving money for the school district, he might find his success severely limited. One might introduce illustrations *ad infinitum*, but we shall limit ourselves to that of the teacher trying to help a pupil to learn algebra and, on the other hand, helping him to solve the personal problem involved in the separation of his parents. Different types of services require not only different techniques but distinctly different approaches—consciously different.

The organization in the small school may be extremely simple. In the large system the approved plan seems to be to have assistant superintendents in charge of business administration, curriculum and teaching, and pupil personnel services. Most school systems are not organized strictly on this basis, however.

In summary. The purpose of this article has been to define the term, pupil personnel services. This, however, could not be done without locating this service functionally in its relation to education and guidance and organizationally with business administration and curriculum and teaching. Finally, an attempt has been made to encourage discriminative thinking about these three basic services on the part of administrators and pupil personnel workers, no matter how little or how much time the latter give to this service.



Please Answer My Letter

I like to get letters. Don't you? I began the school year with letter-writing last fall. On Thursday of the first week I handed each student in English 10 and 11 a mimeographed one-page letter in which I told them facts similar to the ones which I wanted to learn about them: how I had spent the summer vacation, a recent new experience, my reaction to

the opening of school, my hopes for the prospective football season and the dramatics activities, and classroom work. I asked what they desired in the course and with what particular problems they wanted my help. I asked that each one reply within two weeks, or sooner if possible.—ORRIS B. KELLOGG in *The English Journal*.

MEET THE MYTHS:

Our tenth-grade English unit gives students a literary background and a creative opportunity

By
MIRIAM STEWART COX

MOUNTING PEGASUS," "an Achilles' heel," "between Scylla and Charybdis," "halcyon days," "chimerical ideas," "an Augean task," "a Procrustean bed"—at the conclusion of our unit on classic mythology these terms and others like them have become vibrantly alive to our tenth-grade English students.

Pegasus is no longer merely a winged horse on a gas station: now he has become the graceful steed that carried the nine Muses on their earth-bound journeys or to Mount Olympus to sing in Apollo's choir. Or, to those boys to whom such delicate missions might seem effeminate, Pegasus conjures up pictures of the struggle between Bellerophon and the fire-breathing monster Chimera. The word "Bosporus"—familiar to students through their world-history study—takes on definite color when they discover that it means "trail of the cow," so named because through that strait went the tormented Io in her frantic attempt to escape the vengeance of the vindictive Hera.

I experience deep satisfaction when my boys and girls gradually begin to bring in from newspapers, magazines, or books such expressions as "a hydra-headed evil" or "a modern Prometheus." Suddenly these phrases have virtually leaped at them from their reading, having ceased to be meaningless word combinations hitherto glossed over unnoticed.

"Hydra-headed evil" really means something to a boy who has tucked away in his mind the dramatic story of Heracles slashing at a venomous serpent which, upon losing one of its nine heads at the hands of

the hero, immediately grows two in its place. The pleased surprise that illuminates a student's face when he finds Edison referred to as a "modern Prometheus" and actually gets the full implication of the metaphor, is a gratifying experience for an English teacher.

I find it intriguing to whet students' curiosity about mythology very early in the term, weeks before we actually start the unit. I begin by asking whether they know which three works of world literature are most often quoted. They suggest the Bible fairly readily, make many wild guesses before they hit upon the works of Shakespeare, and then are completely at a loss to name the third. When I finally tell them it is mythology, they are a bit dubious. But whenever I can replace indifference with skepticism, I know I have the opening wedge for unusually effective teaching; this is my green light for taking students into a brief exploration of the multifarious references to mythology in modern industry and business. Once stimulated, they are quick to remember the pictures of Hermes in telegraph offices and to recall such trade names as Minerva yarn, Medusa cement, Venus pencils, Ajax tires, and others.

My next bit of strategy is to allude—with infinite casualness—to the more fascinating myths whenever I can. I am careful not to tell the complete story; always I leave some alluring detail precipitating in thin air as I assure them that we'll eventually go into this engrossing subject thoroughly. The effect is magical! Before long students are asking, "When do we get to Greek my-

thology? Can't we study that next?" Inasmuch as I always time my unit to coincide with the study of Greek civilization in world-history classes, I have the perfect excuse for not acceding to their request. Unassuaged interest continues to mount; motivation is self-impelled!

I begin the actual unit a few days after our very excellent history department has acquainted students with the geography of Greece and has laid the foundation for an understanding of its aboriginal inhabitants; then I proceed to tell the fascinating myths that delineate the early Greek concepts of the creation of the world.

My students are always highly amused at the stories of the hundred-handed Hecatonchires, the mammoth but beautiful Titans, and the unnatural father Cronus who swallowed his own children. But as the myths unfold and I explain their significance—that the Hecatonchires represent the destructive forces of nature and the Titans the beneficent; that Cronus is Father Time (and all things are eventually swallowed by time)—the myths are gradually lifted out of the fairy-tale category. Students begin to catch the inherent beauty and meaning of these strangely fascinating stories. Incidentally, I always wait for some discerning boy or girl to recognize the fact that our present depiction of Father Time with his scythe, to symbolize the passing of the old year, has its origin back in these creation myths of the ancient Greeks.

When we come to the story of the first woman, the gifted Pandora whose disobedience and curiosity brought evil into the world, it is a dull class indeed that does not catch the parallelism with the Biblical account of Eve. This discovery has, on occasion, evoked some highly spirited and provocative class discussions!

The story of Prometheus and his supreme sacrifice for mankind is a great favorite: I make it yield its fullest measure of dramatic interest by studiously avoiding mention, until the psychological moment, that Pro-

metheus is eventually rescued—centuries later—by the great Heracles. The sympathetic concern and sense of outraged justice for Prometheus' mistreatment seems to be as real and poignant as though the pupils were reading a current historical account of a famous, well-loved person who has met with undeserved misfortune. Such is the graphic power of these inimitable myths!

Because I am so eager to help my students understand the thinking of these fascinating Greeks who contributed so magnificently to the learning and culture of the world, I choose to dwell most lingeringly upon those myths that vividly portray how they regarded their gods and the extent to which their lives were influenced by these beliefs.

Some of these stories are frankly puzzling to my students. They listen wonderingly to the narratives about Zeus, king of the gods and ruler of mankind, who violates all their concepts of godliness by his endless philandering; Hera, his jealous and vindictive wife, seems to them most unfit to reign as "queen of the universe"; they are a bit outraged to discover that Hermes is, among other things, the patron deity of thieves; the occasional cruelty of the chaste moon goddess Artemis, as depicted in such stories as that of the hunter Actaeon, is at strong variance with their ideas as to how the immortals should have acted. Gradually, however, they cease to attempt the futile task of reconciling these incongruous ideas with our own Christian concepts of an omnipotent, omniscient God who is incapable of sin or error.

Eventually many students sense that it was natural for the fun-loving, rather easy-going Greeks to regard their gods as having the foibles and faults (as well as the lovable qualities) of mankind, and that this attitude was a part of a continuous and wholesome progression away from the stern religious concepts of most other people of antiquity (notably the Egyptians), who conceived of their gods as fearsome, inflexibly cruel, ani-

mal-like creatures who displayed few—if any—human attributes.

The "nature" myths—the charming explanations as to the origin of the grasshopper, how roses became red, why the Ethiopians have dark skins, the significance of the Milky Way, how the peacock got the "eyes" in its tail, and scores of others—are a source of delight, especially to those students whose aesthetic tastes are more highly developed. But I deliberately intersperse these tales with those concerning the great heroes so that the interest of my masculine listeners will not wane. With my English classes Heracles is by all odds the most popular of the heroes, though Theseus and Perseus also excite keen enthusiasm.

When we get to the classic epics, *The Iliad* and *The Odyssey*, my students are ready and eager to do some reading on their own. Our librarian has acquired an excellent selection of books on various levels of difficulty, from Gayley's time-honored volume and Hamilton's very modern contribution, to the easily read books by Sabin and Herzberg. From these and other sources, students explore *The Iliad* and *The Odyssey*. Parts of these epics, notably the accounts of the Trojan horse and Ulysses' adventures with the giant Polyphemus, are vaguely familiar already, and my boys and girls seem happy to discover that stories with which they have had at least a nodding acquaintance since childhood are segments of some of the world's greatest literature.

Our discussion of the epics, particularly *The Iliad*, leads us to take a searching look at the various personality and character traits of the Trojan and Greek warriors; we find some interesting contrasts. We begin to realize that these people about whom the blind poet Homer presumably wrote some thousand years before the birth of Christ were fundamentally very much like us, strange compounds of pettiness and nobility that we are. This "long look" back into ancient literature to discover these basic similarities among all humankind is,

EDITOR'S NOTE

Back toward the beginning of the century a course in mythology was a pretty standard item in the high-school curriculum, and for all we know Mr. Gayley got rich on the royalties of his Classic Myths. Nowadays, so the reasoning goes, students don't care anything about the ancient Greeks and their gods and heroes—and are more interested in learning how to write a fan letter to their favorite TV comedian or in studying the municipal system of garbage disposal. Mrs. Cox, who teaches in the Compton Union High School District, Compton, Cal., doesn't believe that. She has found that her unit on Greek myths is one of the highlights of her tenth-grade English classes.

I am convinced, of very real worth.

Our class discussions take us off into many delightful byways. Students who have previously been hesitant about expressing themselves sometimes forget their shyness as they are suddenly charged with enthusiasm by their recognition and synthesizing of ideas gained both from mythology and Greek history, which they are studying concurrently. Also, they discover similarities between the old Greek myths and more modern literature. They very quickly, for example, associate the Pyramus and Thisbe myth with Shakespeare's *Romeo and Juliet*, or see a strong relationship between Psyche's tribulations and many of the fairy tales, the latter having "borrowed" ideas from this Greek myth. Inevitably they begin to sense how heavily literature has drawn upon classic mythology for some of its best motifs.

At this point I attempt to give my students additional insight into the fact that classic mythology has been an amazingly potent influence in shaping all of the arts.

I tell them that the Greek Parthenon, temple of the goddess of wisdom, is the most perfect bit of architecture the world has ever seen; that the Pantheon, temple of all

the gods, was Rome's greatest architectural feat; that the exquisite Elgin marbles in the British Museum depict the stories of the gods and heroes; that the great Renaissance painters—Da Vinci, Titian, and Michelangelo—drew largely from classical mythology for their subject matter; that the magnificent murals in the Congressional Library in Washington and in many public libraries and universities are on themes drawn directly from the myths; that grand opera had its genesis in mythology, at least twenty-eight operas having been composed on the Orpheus and Eurydice myth alone and no less than thirty-one on the Medea and Jason theme, to cite only two examples.

I mention that astronomy drew heavily upon this ancient literature for its nomenclature, scores of the constellations having been given mythological names and all of the planets except earth having been named after gods and goddesses; that the names of the months of the year are derived in part from mythology; that the names of many flowers—iris, hyacinth, heliotrope, anemone, among others—come from this inexhaustible source; that a study of etymology reveals the mythological origin of hundreds of common words such as cereal, martial, fate, tantalize, music, museum, panic, echo, plutocrat, siren, zephyr, jovial, herculean, psychology, junoesque.

I relate that the greatest dramatists in history—Sophocles, Euripides, and Aeschylus—to whom only Shakespeare can be compared, limited their dramatic motifs to Greek mythology; that a world map reveals such geographical names as Amazon River, Atlas Mountains, Atlantic Ocean, Aegean Sea, Mt. Cerberus (in Alaska)—all from this classic source; that the Olympic games were originally great festivals held in honor of Zeus.

It is easy, of course, to find suitable poetry that is rich in mythological allusion. What better way to introduce Byron and Milton than through such lines as these, replete with meaning when the student knows the

specific myth to which the poet refers:

Or like the thief of fire from heaven,
Wilt thou withstand the shock?
And share with him, the unforgiven,
His vulture and his rock?
Byron, *Ode to Napoleon Bonaparte*

Or bid the soul of Orpheus sing
Such notes as warbled to the string
Drew iron tears down Pluto's cheek
And made Hell grant what love did seek.
Milton, *Il Penseroso*

These exploratory excursions into the manifold ramifications of Greek mythology completed, we bring our unit to a satisfying climactic culmination by turning to creative activities. Each student develops two projects; one must be some phase of art or craft work, the other either an original myth or a poem with mythological allusions. I award prizes for the best contributions in each of these areas.

The results are really good. Enthusiasm runs high; library books and encyclopedias are called into action to supply accurate information. One zealous boy searched for weeks to find a picture of the pipes of Pan, the ancient musical instrument upon which the god of shepherds was supposed to have played so entrancingly; the boy then made an excellent replica of the instrument in his metal-shop class.

Media commonly used in these art projects are water colors, crayons, charcoal, clay, soap, wood, copper, and styrofoam. Skills acquired in art and craft classes—as well as in the print, metal, and wood shops—are utilized copiously. The instructors in these departments are most cooperative in helping students translate nebulous ideas into actuality.

One girl made a rag-doll Cupid, complete with bow and arrows; another dressed appropriately three small dolls to represent the three contestants—Pallas Athene, Aphrodite, and Hera—in that unfair beauty contest that led ultimately to the Trojan War. Another clever project was a cartoon story of King Midas' donkey ears. Apollo's char-

iot, constructed of wood and copper, was the motif of yet another student's creative expression. Boys interested in astronomy enjoy making maps to show the constellations, so many of which are named for mythological characters.

I have also received salt-and-flour relief maps tracing the supposed wanderings of Io or Heracles. Always there are many whose art projects consist of drawings of the symbols of each of the gods, Poseidon with his trident or Hephaestus with his forge, etc. These simple drawings are formed into interesting booklets that are highly informative and yet not too difficult even for the most inartistic members of the group.

The original myths are surprisingly good. The narrative must be the student's own work; under no circumstances may he merely rewrite or simply change slightly one of the authentic myths. He must, however, use the names of the gods, goddesses, or mythological heroes and the spirit of his creation must be congruous with the ancient prototypes. The following examples of these original myths by my tenth-grade students indicate how remarkably well they caught the flavor and essence of Greek mythology:

APOLLO AND XANTHIPPE

By Keith Martin

In ancient Greece there lived a nymph named Xanthippe. She loved the out-of-doors and, clad only in animal furs, spent her days in the forest. Once while out hunting she saw Phoebus Apollo and fell in love with him. But search as she might, she couldn't find him again. Finally she decided she must fly to him as he drove his sun chariot across the sky each day. As she could think of no way to do this except with the winged sandals of Hermes, messenger of the gods, she decided to steal the magic sandals.

Xanthippe looked everywhere until one day she came upon Hermes asleep in the woods. She crept up stealthily and was about to take the sandals when he suddenly awoke. Outraged and amazed that a mere mortal could be so daring, he asked why she had attempted such a thing. She told him that she loved Apollo and wished to fly to the sun to be with him.

"Very well," he replied. "You shall have your

wish. I will give you wings with which you may try to reach the sun god." So he changed her into a moth, her animal furs becoming a fur-like covering over her body.

Even to this day the furry moth is still searching unceasingly, beating her head out against the light, trying in vain to reach her beloved Apollo.

FOG AND HURRICANES

By Marianne Replogle

Once upon a time way up on Mount Olympus there lived a god named Zeus who had a beautiful wife Hera. Now Zeus was jealous of the lovely weather in California and in Florida because it was even better than the weather in Olympus, and his wife was always coming down to earth to spend her time here and enjoy the wonderful climate.

This made Zeus angry, because he loved his wife and resented the fact that she left him so often. So the jealous god sent fog to California and hurricanes to Florida so that Hera would stay up in Olympus where she belonged.

The original poems may be written on any subject the student wishes, provided he makes some apt references to mythology; or he may simply put into verse form any of the classical myths he chooses. With my classes the latter way seems to be more popular and successful. Two of these original poems, based on famous myths, follow:

PANDORA, THE GIFT OF THE GODS

By Donna Walker

When man was created in days of old
Zeus sent him a woman who possessed more than
gold:

She possessed all the gifts the gods could bestow,
So they gave her this name ere to earth she must go:
"Pandora, the gift of the gods."

They sent with her a jewelled chest;
That she keep it unopened was their only request;
She loved, obeyed, and was a dutiful wife
Until curiosity about the chest made miserable the
life

Of Pandora, the gift of the gods.

When she opened the lid for just one little look
She little knew what a big step she took;
From the chest swarmed horrible creatures with
wings!

For in it the gods had locked all evil things!
Sad Pandora, the gift of the gods.

Meanness, greed, cruelty, and pain,
Swept through the earth, over valley and plain;
She flung down the lid! One thing stayed behind!
It was Hope—the salvation of all mankind.

APOLLO AND DAPHNE

By Mona Burton

Apollo in love with Daphne fell,
Under the power of Eros' spell;
The wood nymph, terrified through and through,
Fled to the side of the waters blue.

"Save me, O Father, from this fate:
Protect me from the one I hate!"
Her father, the river god, heard her plea,
And turned her into a laurel tree.

After the best projects have been selected, prizes awarded, and the winners further gratified by recognition in both our school and city newspapers, the unit on Greek mythology is brought to a successful conclusion through one final step: we type all the better original myths and poems and have artistic members of the group illustrate them with simple black-and-white drawings. Poems, myths, and illustrations are then bound in a folder bearing a water-color painting of the winged steed and the title, "Soaring with Pegasus." With this culminating group project—a source of intense pride and satisfaction to all of us—our class

anthology is born and our unit comes to an end.

I shall never tire of teaching Greek mythology. Each year my interest in it gains new impetus; each year I discover additional enrichment materials, am inspired by fresh ideas, and gain a richer appreciation of its inherent worth as the enthralling literature of a magnificent people.

Most of all, however, I like the glow of satisfaction that comes from opening wide the windows that enable my students to see far-away and long-ago vistas of a world where Naiads, Dryads, and Oreads dwelled in streams, forests, and mountains; where the Titans hurled mountain tops at the Olympians and were in turn subdued by thunderbolts fashioned for Zeus by the one-eyed Cyclopes; where the people felt so chummy a relationship with their gods that at times they weren't able to take them quite seriously; where myths such as these developed into such a fascinating pattern that through all ensuing ages thousands of men and women have been impelled to turn to them whenever they sought to create magnificently in any of the arts.

Would that all facets of high-school English instruction were as richly and genuinely satisfying to both students and teacher as a comprehensive study of Greek mythology!



The Art of Dodging Problems: Excerpt From a Symposium

"I'm Tom Bradford. I used to be a superintendent of schools. . . . Whenever something came up which demanded some kind of a solution, I thought I had a pretty good way of dodging it. I always suggested that it would be a good idea if we didn't move too rapidly in the matter, that we ought to consider the importance of what we were doing. That took care of the necessity of getting started before we could go anywhere—and, brother, did we dodge problems with that one."

"Sounds truthful enough—at least it sounds like a superintendent to me. Anything else to mention, Tom?"

"Well, as a matter of fact, a man in my position naturally had a good deal of experience in dodging

problems. I don't want to hog the floor (Or do I?), but there is one technique that was a sure-fire problem dodger. Whenever anyone brought up a problem, I had two or three approaches. Sometimes I'd suggest that I was embarrassed by the problem, that it was in bad taste. Or, I might suggest that the problem was really too simple for mature minds to consider. And, sometimes, I'd simply say that any discussion of the problem was likely to be misinterpreted by outsiders. In any case, I always put the person who brought up the problem in a bad light, and they were glad to drop it. I suppose that I got rid of a thousand problems that way in my time."—CHARLES E. HOWELL in *Illinois Education*.

The COLLEGE CLUB

of Dobbs Ferry High School

By

CHARLOTTE A. HEUSS

WE ARE hearing much talk these days about transition from high school to college: What it means for the high-school student and likewise what it means for the freshman in college. As counselors, we are anxious to learn what we can do to help our boys and girls adjust to this new environment—an environment free from restrictions and with new social and moral pressures not experienced before. Even more important, moreover, is the whole process of selecting a college.

In Dobbs Ferry we have tried to find solutions through a College Club plan. We found that no matter how much college was talked about in the home or in the school, little serious thought was given to the matter until a student reached his senior year in high school. Since the decision on the choice of a college is probably one of the most important decisions an individual makes in his lifetime, leaving it to the last moment can often result in poor selection and much unhappiness.

Our problem was how to reach our juniors and more important, our sophomores—how to get them started thinking about college. Not only is the choice of a college significant, but the whole business of leaving the sheltered environment of a home and entering a life where one must stand on one's own two feet needs special attention. Study habits, budgeting time, handling finances and making decisions plus other new experiences all mean a momentous and sometimes disastrous transition in one's life.

Our College Club group has been functioning for two years. Sophomores, juniors,

and seniors planning to attend a college are eligible for membership. The group holds four meetings a year. The first meeting is an organization meeting held in November. The other meetings are planned for January, March, and April. There are no offices and no finances. The group has been small enough so that we have been able to meet in homes in the community. The response here has been favorable and the group has been made welcome.

At the organization meeting the students plan the other three meetings, selecting topics they want discussed and volunteering in committees of three or four for each meeting to carry out the plan. Each committee attends to correspondence, finds a home for the group for the evening, and plans light refreshments. The meetings start at 8:00 P.M. The formal part ends around 9:00 P.M., after which is a social hour with refreshments. The discussion on the topic of the evening is continued during the social hour in a more informal manner. We try to have the students on their way by 10:00 P.M., since we meet on a school night.

Thus far our meetings have covered a variety of topics. One Christmas party was held at which the college students home on vacation were invited to discuss their experiences. Each one talked for a few minutes on the highlights of college life as it differed from high school. A lively question-and-answer period followed. Almost all phases of college life were covered that evening and much good advice was passed along.

At another meeting a director of admis-

sions from a large university in New York State talked to the group on "Pointers in Selecting a College." The dean of women from a New Jersey college for women and the dean of men from a New Jersey university each talked to the group one evening on "College Life in General."

This past year the group decided at its organization meeting to have the following topics covered: "Transition From High School to College," "Life in a Girl's College and Life in a Boy's College," and "Financing College."

For the first meeting, a college dean of women and the director of freshman personnel from a technical college sat with a panel of four freshman college students. It was interesting to note at this discussion how forcefully the college students supported the points made by the college personnel. This was a completely unrehearsed discussion. Any youngster planning to go to college could not possibly have left this meeting unaware of the many changes which take place in their lives when they go away to college. Not only changes in living conditions but the whole academic picture, including the jump from a 500- to a 2,000-word theme, were adequately handled. Homesickness and "apple polishing" were covered with equal thoroughness.

For other meetings two directors of admissions came with colored movies of campus life. Each guest gave a fifteen-minute talk on life as he saw it in a boy's college or a girl's college. Again a lively discussion period followed.

As this article is completed, we are plan-

ning our meeting on "Financing College." Since it is an all-important topic for students and parents alike, we hope to be able to obtain a neutral speaker, that is, one not representing any particular college but someone who has something to do with financial aid for college students. We also hope to cover thoroughly the matter of budgeting and planning for college expenses.

We have no funds to obtain speakers for our group. We are able through our school budget to arrange dinner accommodations for those who come from a distance. Members of our faculty who work with the college-bound students are asked to attend the dinner parties. This affords an opportunity for the faculty to obtain first-hand information about the academic picture and on some of the things expected of high-school students when they go to college. Members of our English, science, and math departments have found this exchange of information very helpful.

When the club started, we wanted to make it a parent-student group. The response from parents has been favorable but only a few attend each meeting. They have not been as active in the group as we had hoped they would be. Part of the reason, we have learned from the parents, is that the high-school pupils, striving for independence, have made it known that they preferred that their parents did not come to the meetings.

We have felt that by limiting ourselves to four meetings a year the burden would not be too great and would not interfere with other activities of the students. The attendance has been very good at each meeting and we have been more than pleased at the interest shown. The club has grown to almost double its original size. The first year the sophomores were not interested, but this year almost every sophomore planning to go to college has attended each meeting or reported beforehand as to why he could not attend. The steady flow

EDITOR'S NOTE

In the past two years, says Miss Heuss, the College Club of Dobbs Ferry, N. Y., High School has proved its value to students who plan to go to college. Pupils become eligible during their sophomore year. Miss Heuss is director of guidance in Dobbs Ferry.

of questions and the lively discussion periods following each meeting have made our efforts more than gratifying.

It hardly seems that the boys and girls who have been exposed to these meetings can approach the day of college selection or the beginning of college life without having a pretty good idea of what it is all about.

It has made a difference in their approach to college, and already college catalogs are being parceled out from the guidance center to sophomores and juniors at a greater rate than ever before. The interest is there and it is being kept alive and constant through the efforts of the College Club plan.



Senior Survey: Coraopolis, Pa., Will Be Well Documented

By JOHN HUSTON

CORAOPOLIS, Pa., may soon be the best documented small town in the United States. More important, graduating Coraopolis High School seniors may be better prepared than most young people to understand and participate in the culture of their home town.

As an application of the year's study of sociology, senior students have conducted a social survey of all aspects of community life in Coraopolis.

Student-directed committees studied local retail businesses, recreational facilities, industries, traffic patterns, churches, fire, crime, and accident incidence, contributions to major charitable drives, political configuration, health services, and clubs and organizations.

Findings of each committee were reported and interpreted, with as much use

made as was practical of graphic devices, maps, snapshots, etc. A consolidated report is being prepared in bound form.

It is anticipated that such a survey, made each year, will provide a closer check than most communities have on both amount and direction of change in the social, economic, and political configurations of the borough.

Values to participating seniors, besides the primary objective of an increased understanding of their own community, include experiences in interviewing and researching in documentary sources; practice in the interpretation and graphic presentation of data; and, certainly not least, whatever value for personal growth there may be in the exercise of leadership and followership toward goals, largely self determined, the realization of which brings meaning to some facet of the everyday life in their home town.

EDITOR'S NOTE: Mr. Huston teaches social studies in Coraopolis, Pa., Senior High School.

Operations Cafeteria:

Social-studies-class investigation of cafeteria problems brings better menus and bigger portions

By

W. L. COLOMBO

IN OUR SCHOOL, we have recently had a problem-solving experience of which we are proud. "Operations Cafeteria," as we now refer to it, began quite by accident in the classroom one day last winter.

The incident serving as the impetus for this project was in no way connected with the cafeteria; it was the explanation of a school regulation that bus students may not leave the school ground without permission of parents and the principal.

The teacher of a senior class in Problems of American Democracy reminded the students of this regulation and then, in answer to the question, explained the reason for it to the apparent satisfaction of all. This prompted several students to speak of other rules and regulations for which they saw no justification. Unexpectedly, most of the rules complained of were connected in some way with the cafeteria: "Why can't we go home for lunch?" "Ballplayers should get more to eat!" "Twenty-five cents seems high to me!" "Can't they vary the menu?"

Probably the teacher was tempted to pass over these questions and comments and proceed to the lesson planned for the day. Wasn't the administration of the cafeteria out of the sphere of student participation? Wasn't the prescribed class work more important? However, one of the questions we have to face is whether we are going to bring pupils into the actual planning of the total school program. In light of our belief that a major function of the leader is to develop democratic values and skills, there seemed to be only one answer to this question. The teacher suggested that they talk the problem through.

Comments came freely then; and from the ensuing expressions, ideas, questions, opinions and suggestions emerged the problem: Could the service, food, and procedures in the cafeteria be improved without additional expense?

From this definition of the problem the students were led to consider the possible solutions. They decided that it first would be necessary to gather information and data—really to investigate the problems, resources, procedures, and possibilities of the cafeteria. Dividing the subject into smaller problems, they listed such headings as Food—Quality and Variety, Food Quantity, Methods of Service, Cost of Food, Labor Costs, Cost of Maintenance. The students then assigned themselves to the various committees and began immediately to explore their subject.

One committee spent its time in the cafeteria itself, investigating its size and equipment and possibilities for change. The committee noted the number of workers employed and the time spent in various operations.

Another committee held conferences with the home economics teacher who planned the menus; with her they discussed variety and preparation of foods and were thus enabled to make sound recommendations along that line. Still another committee visited other schools to learn the methods and procedures employed elsewhere in cafeteria administration; they interviewed students, teachers, dieticians, and principals.

Another committee discussed with various merchants the cost of different brands,

grades, and types of food. They returned with a list of new ideas; among them were sample menus and varied methods of collecting lunch money and serving food. With the full cooperation of the principal, another committee examined the financial reports of the cafeteria; they checked the amount spent for food, upkeep, operation and salaries.

Actually, the steps in planning were very simple; they consisted of deciding what needed to be done, choosing the things that should be undertaken immediately, and figuring out a plan of attack.

Bringing all of these data, the students returned to the classroom to submit reports. Some committees, in addition to submitting reports, brought community resource people into the class. With this new information at hand they turned to consideration of possible improvements. Interest ran high as opinions were exchanged, ideas evaluated, suggestions offered.

Perhaps the greatest point of contention evolved around whether ball players should receive more food than other students and should be first in the lunch line. Although this policy was in effect in a number of the schools that were visited, the student body decided that no group of students should be a privileged group.

Proposals were made and discarded or adopted in form, for these students discovered for themselves the inevitable—that a method which works in one school or situation will not always fit the circumstances in another. At the end of several class hours of work, this class forwarded to the student council for action a list of recommendations for improvements in the cafeteria. It was interesting to note that this class decided that in order to effect a change in the cafeteria the recommendations should be channeled through the student council, which represents all the pupils.

Weeks after the investigation, this class looked at the results and found them grati-

fying. They found varied items on the menu; they noted an appreciable decrease in the amount of food wasted; the quantity of food per plate was increased; they enjoyed the ice cream now sold and the benefits received from the additional money going into the cafeteria. The idea of selling ice cream was proposed by the students, and selling it and handling the money is now a student function.

The students are now aware of the expense involved in lunchroom operation; they are cognizant of some of the problems common to all school cafeterias and of the problems particular to the cafeteria in Lithonia. They are proud that their opinions were not ignored, but were carefully considered and that their recommendations were adopted. All this is reflected in the new student attitude which has resulted from participation in the process of group action.

The lesson our students learned from this project might well become a subject of study for all of us who live in a democratic society—the great truth that griping and discontent, however frequently and loudly uttered, do not effect change or improvement, but that such desired results are brought about by the action of a group in recognizing the problem, determining the need, investigating the resources, and working out solutions.

EDITOR'S NOTE

This is the story of how a Problems of American Democracy class organized committees to study food and cafeteria operation and brought about improvements in the school cafeteria's menus and portions. It may be that some school cafeterias become institutionalized and complacent, and aren't giving students as much for their money as is possible. That situation and what can be done about it are indicated in this report by Mr. Colombo, principal of Lithonia, Ga., Community Schools.

JUNIOR GESTAPO

"No Such Thing as Student Government"

By DONALD I. WOOD

PRINCIPAL JONES was angry. He was also offended, embarrassed, and worried. Just awhile before, appearing at an assembly of his school's student body, he had been "booed." Now as he sat at his desk he searched his mind for the cause of these repeated offenses.

At every assembly, even when visitors were present, he had only to step upon the stage to evoke a resounding chorus of "boo's." What are today's young people coming to, he thought, that they show no respect for their elders? Certainly these are not the kinds of good citizens our country needs! What had happened?

Four years before Principal Jones had come to Yontown High School. He yearned for success, but maintaining discipline was distasteful. It raised all sorts of ugly problems. The principal's job was to educate, not arbitrate a difference of opinion between the English teacher and a school-board member's son who insisted on throwing blackboard erasers. Why should the principal spend his valuable time apprehending the culprit who wrote vulgar words with lipstick on the lavatory walls? Surely someone else could end the confusion in the lunchroom when a "bread-ball" raid broke out! "What this school needs," he reasoned, "is a program of citizenship education."

Undoubtedly the first consideration for such a program must be that responsibility be placed upon the pupils. What was the best method? Ah, yes, "student government" was just the thing. The pupils could govern themselves, the principal and faculty could educate the pupils, and all problems would be solved.

Just how the students were to "govern" themselves gave Principal Jones some trouble. He finally decided that since the municipal government worked pretty well, and his pupils were going to live as adult citizens under that government, a junior-sized model in his school would be just the thing. They would have a mayor, a council, and a court. "This plan can't miss," speculated Principal Jones.

The mayor could make assembly announcements (the pupils wouldn't "boo" him). The council could "pass" the laws that make a principal so unpopular. The court, then, would be responsible for punishing infractions of the "law." But there was still the question of who was going to apprehend the law-breakers! "Why not have a system of student police," said Principal Jones, "whose duty will be to catch the offenders? We will even give them a book of tickets, just like real policemen!"

He wasn't taking chances on having the "wrong" person occupying the mayor's chair, so Principal Jones appointed "Mousy" Mortimer. "Mousy" offered no problem of control. A faculty meeting was called to insure that the "right" people were elected from each homeroom to the council. By putting the scholarship qualification at 93 per cent very little trouble was experienced. Selecting the chief justice was more troublesome. No one wanted the job! But by being resourceful, Principal Jones finally "persuaded" a hapless boy. Everyone in school knew beforehand who the policemen or monitors were going to be. They were the same people who tattled before, but now they had a pad of "tickets" and the blessings of official responsibility.

The wheels of student government having been put in place, they now began to function—furiously. "Mousy" now made the necessary announcements in assembly (after careful and extended briefing in the principal's office), but he too was loudly "booed." Indeed, he was now called "Junior Jones."

Emergency measures were adopted in the council—it was all-out war against "crime" in the school. Bills were passed into law, resolutions were adopted post-haste—in fact, just as fast as Principal Jones could write and deliver them! The council knew that things were in a dreadful state, for the principal told them so.

The zealous policemen worked with renewed energy and dispatch. They were evident everywhere wearing their new armbands as their badge of authority. They stood with open ticket pad and poised pencil in the halls, the lunchroom, the lavatories, and were even stationed around the campus. Frankly, Principal Jones was a little perturbed by the expense when asked to order five hundred more new ticket books after only a week of the "new regime."

The court was swamped with business. After the first day the chief justice ate his lunch at the bench and often was excused from the first class period after lunch in order to clear the docket. Soon he had thought of some dandy punishments for the convicted (and, of course, everyone brought to trial was convicted). The "convicts" were sentenced to scrub the vulgar words from the lavatory walls, gather the black-board erasers thrown out of the windows by energetic pupils, pick up carelessly thrown paper and bottles on the campus, scrape the bread-balls from the lunchroom walls. One of the very best, though, was to require that the front steps of the school be scrubbed with a tooth-brush. Of course, all of the sentences were carried out under the watchful eye of a policeman.

But citizenship training was failing! "The constituency is not cooperating," said Prin-

icipal Jones. He was forced to ring a bell to return the pupils to class after "Mousy" had tried for twenty minutes to bring an assembly to order. Only last week it had been necessary to order twelve dozen more black-board erasers; there simply wasn't one in school. Bread was no longer allowed in the lunchroom. Vulgar words appeared now not only on the walls of the lavatories, but also on the ceiling. Even with the vast number of "convicts" scrubbing, two paid custodians worked all day Saturday at the job.

The stream of legislation had slowed to a mere trickle since more than half of the members of the council had received dire threats of punishment by their constituency. The court had been in recess for three days while the chief justice recuperated after having been waylaid by a gang of "convicts" on the way home. Only the policemen were functioning properly. Ticket books were used at an alarming rate. Even though the policemen were now called the "Junior Gestapo," they persevered.

"What," mused Principal Jones, "is this younger generation coming to? Why do the pupils 'boo' me in assembly?" He was still wondering as he walked down the steps (being scrubbed by a pupil "convict") after another busy day of training youth for responsible citizenship.

There is, of course, no Principal Jones

EDITOR'S NOTE

Sometimes student government gets a little too far beyond just student participation in school government, and then it may approach the horrible example that Mr. Wood presents. He thinks it is just as well to be reminded of what student government should be and what it shouldn't. Mr. Wood, executive secretary of the Texas Association of Student Councils, has been on a leave of absence from the San Antonio, Tex., Public Schools, working on a grant from the Ford Foundation.

in real life. He is, 'poor soul, a fictitious character caught in a tremendously exaggerated situation. The story is used here to illustrate the absurdity of this kind of "student government" to train for citizenship. Principals and teachers everywhere are aware that there is no such thing as "student government" in the high school. They realize that the total responsibility of the school and its educational program is on their shoulders. Experience and knowledge gleaned from experiments in so-called "student government" have demonstrated more than adequately that, in fact, no real benefits are to be derived from a negative approach to citizenship training.

Educators recognize that final school authority must be centered in a person who is highly trained to delegate that authority in a judicious and efficient manner. He must also be constantly alert to revoke a delegation of authority should an occasion arise serious enough to impair the educational program.

School administrators, however, have accepted and are accepting in ever-increasing numbers the validity of student *participation* in school government. They have adopted the principle that to teach democracy, democratic methods must be used. They subscribe to the thesis that youth learn to be good citizens by doing the things a good citizen does. One of the most widely accepted means of accomplishing student participation in school government is the student council. Evidence of this trend is found in the vastly increased number of student councils during the past twenty years. The National Association of Student Councils estimates that there are now over twenty thousand student councils in the schools of the United States.

Why the student council? Essentially because, as conceived by leaders of the student participation movement, it is a laboratory to train for citizenship and not a device for the apprehension and punishment of "criminals." Its most fundamental characteristics

are those which school administrators recognize as being essential to training for responsible citizenship. It trains to do by doing. It permits student voice in school administration. It trains leaders and followers. It builds desirable social attitudes in youth. Its basic concept is democratic learning through democratic methods.

The student council, as opposed to the system devised by Principal Jones, was never meant to be a coercive body. Its concept does not involve putting one student in the position of inflicting punishment or correction on another.

The student council, in its perfect state, must assume a positive position in its every endeavor. Selection of officers and members must be fair, impartial, and objective. The activities of the student council must be useful and dynamic with an educational objective as the end result. Delegated areas of authority for the student council should be definitely delineated. Care should be taken to build attitudes to reject socially unacceptable behavior, thereby decreasing threats, punishments, and the negative approach to good conduct. The student council is a tool for administrators who would approach citizenship education realistically.

It is sometimes said that the concept of the student council and its actual operation are widely separated areas. It is true that student-council objectives vary from school to school, but basically they all strive for better citizenship. The preponderance of literature concerned with the student council gives testimony to its success. Exaggerated, isolated instances of ill-conceived and poorly administered plans of "student government" (such as the fictitious one set forth here) have at times worked to the disadvantage of an efficient student council. But as one visits schools throughout the country, attends student conferences, and actively works for the wider promotion of the student council, it becomes more evident that great days are ahead for citizenship education through the student council.

Why Fair Lawn High Faculty Is Organized by Grades

By CHARLES W. MINTZER

FOR MANY years it has been traditional to organize secondary schools on a vertical basis by departments. At the same time we have been constantly harping that the emphasis should be on the teaching of the child rather than the teaching of subject matter. Yet, have we as administrators done everything we can to make it possible for teachers to think in terms of teaching children rather than teaching subject matter? A horizontal organization by grades is one administrative device which makes possible a useful shift of emphasis in teacher thinking.

In any departmental meeting in mathematics, English, social studies, science, etc., the only thing the teachers have in common to talk over is the subject matter which they teach. In a grade-level meeting, where you have together the teachers of all of the subject areas, the only thing in common they have to talk about is the child they have in their classes.

In a school which is organized on a strictly vertical basis the teacher is concerned only with what happens to Jack when he is in his class. What happens to him in other classes is of no concern. In a grade-level meeting, consciously or unconsciously, the teacher becomes concerned with the total impact of the whole school on each child. It is of concern to the English teacher what is happening to Jack in social studies, and it is of concern to the art teacher what is happening to Joan in home economics. This results in a better planned over-all program for the youngsters, and the first thing one knows, correlated units between the various subject

areas are being planned and put into operation by the teachers.

The teachers on the faculty of the Fair Lawn, N. J., High School have repeatedly stated that they would not know how to operate without the grade faculty meetings. Each grade has at least one meeting each week, some meet twice a week. One of the reasons for the success of these meetings is that they are held on school time and not at the end of a full school day, when teachers are fatigued. The major portion of these meetings is spent on two things:

1. Discussing the problems of individual youngsters and planning ways to help them by the concerted action of all teachers concerned.

2. Correlating the work of the various subject areas to provide a better and more intelligent program for the children.

It is an American characteristic to go from one extreme to the other, and the tendency might be to discard a vertical organization in favor of a horizontal organization. The vertical should not and cannot be discarded, as it is just as necessary to have proper articulation between the various grade levels as it is to have a high degree of correlation on each grade level. Likewise, it will be found that the vertical and horizontal organizations complement each other and there is no need of discarding one in favor of the other.

The organization of a school can have a vital effect on the philosophy of the staff. A horizontal organization has very definitely influenced the philosophy of the staff in Fair Lawn High School, in that the emphasis has been shifted from the teaching of subject matter to the teaching of children by means of subject matter.

EDITOR'S NOTE: Mr. Mintzer is principal of Fair Lawn, N. J., High School.

THEY CAN'T DO THIS TO ME!

By
WILLIAM PLUTTE

I'VE GOT A GRIPE. You may as well listen, since you don't seem to be doing anything.

It's all over that noon supervision duty I was put on this semester. That's right, noon yard supervision. How about that?

Come on now, just listen and see if you don't think I have a beef.

Four years of college, a year of graduate work, almost have my M.A., and I'm delegated noon supervision. Doesn't that frost you?

No, of course not; that's not all I do; don't be funny. You know very well I teach history.

For five years I studied hard to be sure I'd make a good history teacher, and I thought I had done pretty well. Would have done better if I hadn't been stuck in a lot of those education courses.

You know what they're like—same old story over and over—psychology, philosophy, all that stuff. Useless.

I remember I had to miss out on a terrific course on Australian desert culture just

because it conflicted with a course in adolescent psychology.

And me a history major!

But there I go wandering. What I'm really sore about is getting stuck on that noon duty.

Here we have a junior high school with 1,200 kids and I'm supposed to stand in the yard and listen to a lot of foolish talk, from each and every one. What's more ridiculous than that? Or wasteful?

And the way they come up to ask questions is enough to drive me out of my mind. You'd think I was in a study hall instead of on noon duty.

Not only questions about homework, but listen to this. One day last week some girls came up and started to ask my opinion on the use of lipstick and nail polish. Sure stopped them when I told the bunch to talk to their parents. What do kids expect a noon supervisor to do? Run a class out there?

What do you think a super does?

I have the answer—I'm a cop! Stand around and wait for kids to do something wrong so I can grab them and shoot 'em up to the dean.

I'll grant you I have the system pretty well licked by now. Stand over by the corner of the yard, keep the kids away from me, and I can see most of what's going on, all right.

But it's a waste. I'm a history teacher.

Guess I never will figure out why kids have to be so noisy, like they are in the yard. Take my class, for instance. They come in, they are quiet, and we spend the period learning. Can't see why the yard can't be

EDITOR'S NOTE

The woebegone hero of this piece has been stuck with noon yard supervision, and feels that this is a sheer waste of his talents. He seems to be in a mood to carry the matter to the Supreme Court, or perhaps appeal to UNESCO. But in the meantime, apparently, he is just plain stuck. Mr. Plutte, who chronicles this terrible thing, teaches in Portola Junior High School, El Cerrito, Cal.

the same way. Somebody ought to do something about the way they rush around and act the way they do. No manners or understanding of good conduct.

Me? I'm too busy just keeping my eye on them.

Anyway, I didn't spend my time going through school to be a policeman, or a nursemaid. And I certainly don't see how my credential qualifies me as a noon supervisor.

I'm a history teacher.



* * Tricks of the Trade * *

By TED GORDON

MOVING THINGS—Don't, unless your school's regulations permit. But if you observe proper rules, an easy way of maneuvering heavy things, from desks to water coolers, is to put one or more throw rugs under the object or its legs and then gradually to move the object by moving the "floating" base.

ENGLISH INGENUITY—Impress on students' minds groupings of important concepts by means of mnemonics, as CUE (coherence, unity, emphasis), EDNA (explanation, description, narration, argumentation), and GIP (gerund, infinitive, participle).—*Arnold L. Lazarus, Santa Monica, Cal., High School.*

A NEW DECLARATION—Something new has been added: a New Declaration—not of Independence but of Good Will!



EDITOR'S NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

When the senior class of Thomas Carr Howe High School, Indianapolis, Ind., arrived at their homeroom assembly on the opening day of school they were greeted by a huge banner in their school colors: "WELCOME SENIORS, Class of '53." It was signed by all the senior sponsor teachers. The seniors liked the idea!—*Seward S. Craig, Thomas Carr Howe High School, Indianapolis, Ind.*

ANIMAL CARE—At times in our school, we have so many and varied pet animals brought in that the students must help with cages and feeding. Two students work together for one week to clean cages and other students drop in at appropriate moments in the cafeteria kitchen and gather peelings, lettuce, celery, etc. This eases the duties and no one feels imposed upon. A mark is given for this as extra credit.—*Isabel Nelson, Canoga Park High School, Los Angeles, Cal.*

LIGHT BULBS—If an electric light bulb breaks off in the socket, you can remove the metal base without danger of shock or cuts by pushing a cork into the base.—*Western Family.*

SARTORIAL STUFF—I have learned to keep a small sewing kit in my desk drawer for youngsters who may develop sartorial emergencies.—*Carlos de Zafra, Jr., Charlotte High School, Rochester, N.Y.*

ENGLISH 3:

Maybe You'd Call It a War of Attrition

By JOHN S. JOY

WE WOULD ENTER the dark room excitedly and the gloomy cubicle would brim with banging books and laughter; the few minutes between classes were filled with light, meaningless insults, and the unpolished, rough-edged vivacity of near-men and near-women.

The strain of mimicry present in all adolescents was highly and wonderfully developed in Bill; before each class he would dominate a corner of the room, surrounded by an appreciative audience. Because the most important figures in our lives were, outside our own intimate circle, the teachers and the principal, it was they who were characterized.

I would sprawl across my buddy Bob's desk and argue passionately with him about the then startling tenets of Philip Wylie; we were convinced, at fifteen, that Mr. Wylie was the greatest living thinker and we avidly attempted application of his commercialized psychoanalysis to actual situations. Near us, watching quietly, sat Linda. Linda loved poetry. Her taste was unselective and unprejudiced, but small, lavender volumes of sonnets were readily available in our town and she would murmur selections from them all day, her lips moving slowly and softly. She felt it necessary to hide these books in her notebook.

The most sullen boy in the class was Arthur. Arthur liked only animals: all his affection, all his intelligence, were concerned with dogs and horses. He had been a stableboy at a riding academy; but when the faculty learned that it was not considered a "nice" place, had been forced to quit. Arthur drew crude pictures of horses all day, refusing to do anything else but at-

tend classes. He sat alone, isolated by heavy contempt.

Promptly on the hour the old clock clacked noisily, the minute hand jerked straight up, and the corridors echoed with bells. As the last jangle died away we listened to the click of approaching maturity.

Miss Prudence entered the classroom quietly, pulling the door shut behind her as she swept a glance over the room. Her lips were pulled into a tight grin, her hair into a tight knot at the back of her skull, and her left hand clutched the text so tightly that her knuckles shone white.

Arthur crouched lower in his chair, stubbornly refusing to look up from his drawing. Linda slapped her notebook shut on the thin volume of poetry, Bill rushed to his seat and his wrinkled face became bland and unapproachable, and I forgot Philip Wylie in the haste of getting to my desk. Miss Prudence flicked her class register open, swept a glance about the room, and sat down.

English Three was in session.

"Linda Williams," Miss Prudence announced, as everyone waited tensely, then settled back as Linda stumbled to her feet.

"Yes, m'am?" she whispered.

"Would you read the first stanza of the Robert Frost poem, please?"

Linda fumbled about with her book; it was thick with projecting scraps of paper.

"Page 302, Miss Williams."

The girl, her face red and her fingers numb with fear, finally managed to find the page.

In a quiet, deathly monotone she worked her way tediously through a stanza. When

she finished she looked up and her eyes were wide and terrified. Miss Prudence nodded and Linda furtively slid into her seat. There was an eternity of silence.

"Obviously Miss Williams is not prepared," Miss Prudence said.

From my seat in front of Miss Prudence's desk I could follow her chalk-dusty finger sliding down over the list of names. A feeling of relief was inescapable when it edged over my own.

"Arthur Brown," she said. Everyone turned to watch Arthur, for he would never recite. It was a challenge.

He would not stand up, or look up; he sat, silently and squarely, staring at the paper before him.

"Well?" Miss Prudence said. Her voice was carefully modulated—she never yelled—and filled with the discordant creak of old furniture.

"Not prepared," Arthur said.

"Oh?" She looked about the class, quizzically, and we avoided her stare. "Is anyone prepared?" she asked, her voice thick with disappointment. No one spoke, no one looked up, and the prolonged click of the clock became louder.

Miss Prudence placed her hands on the maple desk and pushed to her feet, discouragement heavy on her face.

"Since there is no one prepared we will have to do something else. Take out pen and paper, please."

A sigh of throttled disgust started but was drowned in the rustle of paper.

"We will do some exercises on grammar. Open your books to the back, please. Exercise twenty-three."

From then till the end of the hour the only sound was the scratch of pens, the clock's ticking, and the steady tap-tap of Miss Prudence's pencil.

At eight in the evening "the stories" would start over the radio; it was a sweet, accepting oblivion, which some of us waited for in cluttered, glowing sitting-rooms.

At eight Bob would be leaning tensely

over a drugstore table with two other boys, arguing politics, the war, and Philip Wylie.

At eight Linda and I talked, or rather I talked and Linda listened. I read the youthful poets—Keats and Shelley—and she would ask me to read the limp-leather books and the time would fly.

Eight was the hour that Arthur's father became abusive, and Arthur would slink out of the house to a clubroom where pool was taken seriously, and so was Arthur, for he was an excellent pool-player.

And at eight Miss Prudence would take off her shoes, find some soft music on the radio, and dive deeply into a lush historical novel, redolent of a life that never was.

Years later, on a trip home, the only person from the old class I found was Arthur. He told me what he knew of the others: that Linda had married and had a son, that Bill was an insurance salesman, Bob was studying law, and that Miss Prudence had retired.

I met Arthur in a bar. He was a cab-driver and when I met him was waiting for a fare who was drunk and tearfully bidding the bartender good-night. Arthur asked me what I was doing.

"Studying at the University," I said.

"Yeah? What you studying?"

"English."

"English? That's a bunch of bull."

And that made me think of the others, of Linda most of all, and I wondered if her boy would ever read Keats to a girl in the evening.

EDITOR'S NOTE

The state of affairs between Miss Prudence and her students in the English Three class was one of stalemate. There were the students and there was the teacher—and between them there was a big, intangible wall of antagonism. Mr. Joy, who tells about it, is a student at New York State College for Teachers, Albany, N.Y.

"MAKE YOUR QUOTA":

Plan gets half-grade improvements

By JOSEPH R. CASEY

IT IS A tragedy that we teach students to be cooperative, then in the same breath we preach the competitive spirit.

We expect "dumb bunnies" to compete with Einstein potentials or with IQ's that are tagged for college *summa cum laude*. Furthermore, we teachers get rather impatient with the slow learners who struggle for a bare passing grade or that label, "social promotion."

Often, I wondered about this nonsense of report cards. Picture a hardworking D student sauntering home with the official greetings from his school. He hands it to his parents, who turn on a crestfallen attitude in kindred spirit with their son. How many times has that kid heard the firm admonition of his parents, "Can't you do better than this?" And still, day after day, month after month, year after year, the student works like a Trojan for the blessing of a D.

On the other hand, let's look at another picture. A so-called sharp student (they call him "Sharpie") ambles home, perhaps to the same neighborhood, with the official

school token. He hands it indifferently to his parents, who in turn glance at all the straight A's—and that completes it. The chances are that "Sharpie" loafed to get his grades; our dumb-bunny friend perhaps wished he had.

No doubt, every teacher has watched the student reactions around report-card time. I have seen the tears, felt the heartbreaks, sensed the headaches when the slow students slowly walk to the teacher's desk for their report cards. My indignation mounts at this nonsense that is meaningless in itself and certainly is not true reporting of an honest grade based on effort and working with what brains one has. Yet, we must accept it as a necessary evil now, since it all began when only academic brains were accepted as passports to school.

In many of my examinations now I attempt to circumvent this traditional monster. Once I have come to know my students, I assign certain quotas for each: To the A student, A plus; to B, B plus; C, C plus, and so on. No student competes against the class or anyone in the class. He competes only against himself or herself. A half-grade is allowed for certain physiological and psychological factors. In other words, a student can slip a half grade; it is a safe margin of error, too, for the teacher.

I tried this procedure out the first time on a strictly experimental basis. In fact, I planned not to take the test results too seriously. But after I explained to the class what I expected each to do, and privately I jogged a few, the results were amazing. Here was simple motivation, and I almost missed the boat.

EDITOR'S NOTE

Our marks and grades give too much recognition to natural scholastic talent, or nimble-wittedness, and not enough to effort, asserts Mr. Casey. In his classes at Puyallup, Wash., High School, he has worked out a "Make your quota" plan for grading. Mr. Casey says that this scheme puts some pressure on the "effortless A" students at the same time that it gives the struggling D students an attainable goal of success on their own level.

To make the point clearer, take a kid like our proverbial dumb bunny. Tell him that you expect D plus. That's not too much in your books, but to that kid it represents more than a grade; it is a goal that you have set for him. And furthermore, he knows that you, the teacher, have that faith and confidence in his ability to do it. Those are the students I work on; they need a sense of mastery, a share of success. By all means, then, put that mastery and success within their grasp.

Only two weeks ago I assigned a history class on the quota basis, using the same procedure previously narrated. Out of some thirty-two students only one failed to make the quota. How did the other thirty-one students feel about it? That is the important thing.

To four of my usual D students, the fact that they made their quota of D plus was like strawberries from heaven; they smiled and were happy about it. Did it represent anything?

It was success, achievement, mastery. Was there a follow-through? Did they work any harder, with more glow and perhaps missionary fever? They were balls of fire, all eager to learn; nothing now could stop them.

On the reverse end of it, the A students work, too. They know they are good, but they have to prove it. Failure to achieve their quotas hurts more than for the lower-grade students. Here fear operates a little. After all, top students must have a sense

of mastery too, and this idea provokes their will to succeed.

The quota system produces, I think, better grades by the students who desperately need better grades. That better grade to the low student is evidence of mastery, and like all feats of mastery, recognition must follow in the form of praise, a slap on the back, or a simple "Nice going."

Obviously, there is little chance in our generation of changing the reporting system. In our democratic system of educating everyone, any process of equating will fall far short of perfection, and to all intents, be an administrative pitfall. In short, a radical change would only lead to confusion and hopelessness.

In the meantime teachers must do something for all of the students. The first essential to growth in school is a sense of mastery, a sense of success, a sense of achievement, with enough recognition to make it lasting, if possible.

This is not a plea for all-A students. Mother Nature has already graded your students and you cannot easily change human nature. To try to have everyone get "Excellent" is about as silly as trying to convert our entire population to Buddhism. In our academic curriculum verbal abilities are stressed; the non-verbal weak students are simply frustrated and doomed to failure. It is, then, to these so-called non-verbal students that we must point our efforts. A simple quota system is my answer to the problem.



No Conflict

Over and above all else it can and must be demonstrated that the teaching of international ideals will not result in the weakening of devotion to one's country. One cannot be a lover of mankind before he becomes a lover of his own nation. Similarly it is not possible to obtain a real comprehension or appreciation of world history and geography until there is intimate familiarity with the past of the

country into which the individual was born.

What is expected is that elementary and secondary pupils be taught love of their own people, and respect and consideration, rather than misrepresentation and hatred, of other national groups.—WILLIAM W. BRICKMAN at the Fourth National Conference of the United States Commission for UNESCO.

DON'T DUMP THEM *on the* LIBRARIAN

By
CHASE DANE

ARE YOU the kind of teacher who jumps at the chance to get rid of his class by sending it to the library? Or are you the kind of teacher who sends his class to the library but fails to go with it because he needs that time to do something else? If you are this kind of teacher, and the type is not uncommon, it is time to take stock of the harm you are doing.

Too many teachers forget, or fail to realize, that the librarian is a very specially trained person. And this training cannot be used advantageously when the librarian is suddenly confronted with a roomful of students from, let us say, an English class which has been sent to the library to allow the English teacher some time in which to plan the next day's assignment. In a situation like this, and unfortunately it is not an unusual one, the school librarian has to choose to be one of two things—he has to decide whether he is going to be a policeman or a librarian.

If he elects to be a policeman and quells the riot caused by the invasion of the English class, he cannot possibly use the highly technical training he has received to enable him to operate an efficient library. On the other hand, if he elects to be a librarian, the incipient confusion increases throughout the hour and, like a groggy boxer, he is only saved by the bell. Of course there is a third choice: he may try to be both a policeman and a librarian at the same time. But each is a full-time job and such a compromise only renders him a poor policeman and a worse librarian.

But the greatest harm which is done by the teacher who sends his class to the library

to get rid of it is not confined to disciplinary problems which prevent the librarian from performing his technical duties. This, of course, is serious enough. A still greater harm, however, results from such a policy.

The school librarian is in a key position. He is, or should be, a kind of unofficial guidance counselor. The librarian is in an excellent position to talk to students on their own level. And he can do this because there do not exist, between him and the students, the emotional barriers which often exist between students and teachers. The librarian has little need to punish students and he has, therefore, few opportunities to gain their ill will. He does not have to lower their grades if they fail to turn in an essay on time. He does not have to send them to the principal because they cheated on a test. And all of this is good—for it enables him to deal with his patrons as equals. Because he can treat them as equals, without loss of dignity, he is in a wonderful position to help them. Students are not afraid, or ashamed, to come to him for help because he has never had to deal with them harshly. They come for advice about hobbies, for books on vocations, for the titles of some good love stories, and for answers to problems in assignments. Perhaps even more important, they come to him often simply to engage in friendly conversation.

The good which is thus done by the librarian as an unofficial guidance counselor cannot be calculated. It is simply tremendous. But he cannot perform this kind of service if he has to cast a withering eye on the English class as it gaily and noisily troops into the library. He can, however,

do these things if the English teacher sees to it that the class comes in quietly. The teacher's job is not over, though, when his class is safely in the library. He cannot dismiss all further responsibility in order to read a continued story in the *Saturday Evening Post*. He must help the librarian maintain control while the latter performs that service which he, perhaps alone, can give. This cooperation between teacher and librarian will enable the maximum use to be made of a highly skilled person.

If you are not this kind of teacher, are you the kind who sends his class to the library just because a visit has been scheduled? Do you send your class to the library and then hope that once there they will find something to do for an hour? If you do, you do about as much harm as the teacher who doesn't even bother to come with his class.

Students who come to the library without motivation had better not come at all! And it is too much to hope that the librarian, merely by good example, can infect students with a love of books. Such a love, like real love, comes only with a thorough knowledge of the one—or thing—loved. This knowledge takes time to acquire, and can be acquired more quickly if both the teacher and the librarian work toward the same end. Once students have developed a love of books, through the combined efforts of teacher and librarian, then the librarian can direct the students to the books which will best satisfy this love.

The teacher who motivates his students before they come to the library enables the librarian to carry out his part of their training much more effectively. The importance of motivation also applies to reference materials. The student who knows what he wants before he comes to the library will, with the help of the librarian, make much better use of the library's resources.

Now you say, perhaps, that you are not the kind of teacher who sends his class to the library to get rid of it, and that you are

not the kind of teacher who sends his class to the library without proper motivation. Are you instead, then, the kind of principal who sends the class in auto mechanics to the library when the shop teacher is absent? If you are, you do the librarian an even graver injustice. Such a class not only has no real reason for being in the library, but—and this is much worse—it interferes with the work of students who do have a real reason for being in the library. The class has to be provided for in some way and this takes the librarian away from his technical duties or from students who need help. This policy of dumping a teacherless class on the librarian is very short sighted. Don't pay a librarian for technical skill and then force him to abandon it in order to provide an asylum for orphans. It will be much cheaper in the long run to hire a substitute teacher.

Or are you the kind of principal who schedules students for the library for several periods during the day because they can't find a course which pleases them? This is just as bad. The first period such students are in the library they often make excellent use of the library's resources. They read the latest issues of magazines. They scan the newspapers. And, perhaps, they do some research for a class assignment. But the second period these students are in the library they usually behave quite differently. By this time they have, they say, read all the books, flipped through all the maga-

EDITOR'S NOTE

The librarian, says Mr. Dane, in effect, is not a wholesale baby-sitter nor a chain-gang overseer. Nor is the library a DP camp, an Elks clubhouse, or a parking lot. The author, who is associate professor of library science at State Teachers College, Kutztown, Pa., makes a plea to every teacher who occasionally has a group of students to get rid of for awhile, and usually has only one idea of how to do it.

zines, and looked at all the funny papers. There is now nothing constructive for them to do and so they search for something destructive. And once more the librarian must decide whether to be a policeman or a librarian.

All of this, of course, is not to say that the librarian should be free from all the cares of pupil discipline. The librarian must, emphatically, be responsible for the behavior of students in the library, just as the teacher must be responsible for the behavior of students in the classroom. The

point to be remembered here is simply that students should not be dumped on the librarian if he is going to do the very special kind of work he was trained to do in the school.

So don't send your class to the library in order to have some free time for yourself. Don't send your students to the library without first motivating them. And above all, don't send a class to the library simply because its teacher is absent. Give the librarian a chance to do his work and see how much more effective he becomes!



Recently They Said:

The Individualist

This note appeared on a high-school exam paper, "Views expressed in this paper are my own and not necessarily those of the textbook."—MARIE FRASER in *The Indiana Teacher*.

The Retarded Gifted

A gifted child may be a retarded reader; he may be reading below his potentialities. According to this view of retardation in reading, a gifted pupil in grade nine with a mental age of sixteen—equivalent to grade eleven—is a retarded reader if his reading achievement is only on tenth-grade level. This is a year above the norm for his class, but a year below his mental capacity.—RUTH STRANG in *The Reading Teacher*.

Tom, Tom, the Paragon

The concept of good adjustments [in a professional book on adolescence] is illustrated by a description of Tom, a hypothetical well-adjusted high-school senior. This paragon is, for example, exhilarated by the very lack of predictability in life, has wholesome body needs, is not a quitter, has real character strength, hates no one, doesn't worry, is fearful only when danger actually threatens those he loves or himself. When he makes a mistake, he doesn't blame others, doesn't boast or rationalize, and always uses any bad experience as a "valuable lesson."

This reviewer fears that many teachers after reading the book will feel even more guilty than before about their "humanness" and more convinced than

ever that if only they were "strong" enough they could lead themselves and their students to this Never Never Land inhabited by Tom, the Well-Adjusted.—ANNE MCKILLOP in a book review in *Teachers College Record*.

Meeting a New Class

When I look at my class the first day of school, I see an enormous gap between me and my students. Physically, socially, and intellectually, I don't belong. Getting acquainted with them, as with any other humans, means building bridges of common interests broad and strong enough for us to meet pleasantly and profitably. The most profound bridges are subject matter and love (or charity, if love is too puffed up).—JOE W. ANDREWS in *The English Journal*.

Military-Service Counseling

High-school youths . . . are concerned and anxious about military service. They are full of questions and often full of half-truths and misinformation.

If your guidance program has not been modified in the past few years to help provide information in this area, it is probable that you are not meeting the needs of your students adequately. How can students plan intelligently without considering the period of military service facing them? How can they decide whether or not to go to college, and what college they should attend, without some knowledge of college draft deferment policies, opportunities in Reserve Officer Training units, and other related information?—LAWRENCE B. KENYON in *Personnel and Guidance Journal*.

Events & Opinion

Edited by THE STAFF

CONSUMER EDUCATION: The Council on Consumer Information is now being formed as a result of a conference of leaders in the consumer education and research field who met earlier this year at the University of Minnesota. The Council "will be non-political and will take no stand on issues of public policy. Its sole purpose is to contribute to the more effective fact-finding and teaching of consumer information."

Preliminary plans indicate that the Council will: publish a newsletter; act as a clearing house in distributing consumer materials developed by individuals and organizations, public and private; survey teachers and groups in this field on publications and teaching aids they need; publish a series of pamphlets on issues important to consumers; and sponsor an annual national consumer conference. Executive secretary of the Council is Eugene R. Beem, Kalamazoo College, Kalamazoo, Mich.

BOOK WEEK: For National Book Week, November 15-21, the Children's Book Council, 50 West 53rd St., New York 19, N.Y., offers a free manual of suggestions. The manual lists posters, streamers, recordings, and other items that may be ordered for the event.

SCIENCE AWARDS: Awards of \$400, \$300, \$200, and \$100 will be given for the best reports of good science teaching ideas and practices in the third annual program of Recognition Awards for Science Teachers of the National Science Teachers Association. Fields of instruction covered in the project include elementary, junior-high, and senior-high-school science. Information about the competition may be obtained from the NSTA, 1201 Sixteenth St., N.W., Washington 6, D.C. *Selected Science Teaching Ideas of 1952*, which contains the prize-winning entries and the runners-up in the 1952 competition, may be obtained from the NSTA for \$1.50 a copy.

The NSTA also announces its third annual awards program for students in grades 7 through 12, in which 100 students will be awarded cash prizes, gold medals, and certificates in recognition of quality performance in science activities. Plaques will be awarded to the public, private, or parochial schools of the winning contestants. No essays or tests are involved—awards are based upon student reports of experimental and investigational work in science or mathematics.

The awards are divided equally among 8 regions

of the U. S., so that students are not competing with "the whole world" but only with fellow students in their own region. This program is one of the limited number of competitions for students that is approved by the National Association of Secondary School Principals.

BIGGER IN TEXAS: The University Interscholastic League of Texas, says William J. Harding in *Texas Outlook* (state education journal) "covers a larger geographical area, serves more schools of different types, schedules a greater variety of contests, holds more and larger meets, and enjoys greater school membership than any other such group in the United States." And it's older, too, says Mr. H.

The League pioneered in this field of endeavor in 1910, as a 28-school debating society. Sports were added in 1911. Today the League, with a membership of 2,769 elementary schools and high schools, has a vast system of athletic, speech, academic, literary, and musical programs: "One of every two students in the public-school system of Texas will participate in some phase of League activity before finishing his high-school career."

The backbone of the League is competition. And to give you an idea of the myriad of competitions that go on in each of the 5 major areas mentioned, let's take just two sub-divisions of music: vocal soloists and ensembles the past year were offered 19 separate classified contests, while instrumental soloists and ensembles competed in 162 classified events. League competitions even extend into such fields as "ready writing, spelling, number sense, slide rule, typing and shorthand."

Member schools are arranged into "compatible competitive groups" or districts, according to enrolment, geographical location, etc. On matters of League policy, members each have one vote, whether they are one-room elementary schools or big-city high schools. Final authority rests in a committee of 9 faculty members of the University of Texas.

YOUTH ON TV: *Youth Discussion on Television* is a free 32-page pamphlet published by Junior Town Meeting League, 356 Washington St., Middletown, Conn. Written by youth-discussion and television experts, the pamphlet has chapters on community potentialities; organizing a youth discussion series; choosing topics and preparing participants; production techniques; building an audience; and the program in operation.

NUNS IN PUBLIC SCHOOL: A housewife who recently moved to Johnsbury, Ill., entered suit against the local school board for allowing religious training in a public school through employment of Catholic nuns as teachers, says a United Press dispatch. The school had an enrolment of some 220 pupils, and a teaching staff of 7, including 6 nuns.

The housewife stated that she had no objection to the nuns as teachers in a public school, and only became aroused when her children came home with Catholic school books, and when upon visiting the school she saw that "the rooms and the hall were filled with Catholic statues and pictures."

After the suit was filed, the nuns and about 90% of the pupils withdrew from the public school and attended classes in an old building that was hastily prepared as a Catholic school. This left 23 pupils and one teacher in the public school. As in numerous predominantly Catholic communities, it "had been the time-honored custom for nuns to take over public education in Johnsbury."

YOUTH CRIME: About 53% of automobile thefts this year will be committed by young people under 18 years old, according to Mrs. Oveta Culp Hobby, Secretary of Health, Education, and Welfare, in a speech at the recent National Urban League convention reported by the Associated Press. Mrs. Hobby also said that 48% of all burglaries in 1953 will involve juveniles, while young people 18 years old or less will commit 15% of rapes, 5% of assault cases, and 4% of homicides.

She commented that in the handling of juvenile cases there should be, instead of reformatories, "places where socially and emotionally sick youngsters will have the care and treatment needed to restore them to social and emotional health." This suggestion is expected of speakers on her subject, but we suppose it can't be mentioned too often.

ADULT EDUCATION: The Fund for Adult Education committed funds totalling \$9,739,046 in the field of adult education during the 18 months ended June 30, 1953, according to its second annual report, entitled *The Challenge of Lifetime Learning*. The Fund, established by the Ford Foundation in April 1951, allotted the money in direct grants and internal projects for the improvement of adult education as follows: fact finding \$401,055; discussion programs and materials, \$3,419,407; educational television and radio, \$2,784,575; coordination, \$1,808,108; leadership, \$549,900.

The last-mentioned item involved "the initiation of a program in scholarships, fellowships, and special-study awards to increase and improve the supply of leadership, both professional and lay, for liberal adult education." The Fund considers this program on leadership of particular importance. Its

annual report explains the emphasis on liberal education as follows:

"While all forms of adult education are important, it is to liberal education that we must primarily turn-if we are to meet our responsibilities as citizens in a free society. . . . A free society will prosper in direct relation to the ability of its citizens to think independently and critically, to grow in knowledge and wisdom, and to accept with a mature sense of responsibility positions of trust in civic, national, and international affairs. Citizens of this character can only be developed through education which continues throughout adult life."

PERFECTION: John C. Przypyszny, 23, a "straight A" average student through 19 years of schooling, received his University of Illinois medical degree recently, according to an Associated Press dispatch. He had maintained his top scholastic record through 8 years of elementary school, 4 years of high school, and 7 years at the University. We suppose that a teacher here and there may have been sorely tempted to hand him a B, with somewhat of the feeling of the Athenians who voted against Aristides because they were tired of hearing him called "the Just."

TV ENEMY: The mayor of Union, N. J., will stand like Horatius at the bridge against any onslaught of educational TV on the local public schools, according to a news item in the *New York Times*. A proposed statewide TV school project for New Jersey drew these comments from the mayor:

"I know it is creeping up on us and I, for one, want to nip the idea in the bud. Pretty soon the State will be coming to us with a story of how TV can teach and will tell us we can't do without this program that is going to cost the taxpayer a terrific sum.

"It's my opinion that we already have too many newfangled ideas in education that are costing plenty. But even worse than the money angle is the fact that they are pushing aside the three R's and children are getting less and less of the real fundamentals of education."



The Wages of Athletics

So-called athletic scholarships are not scholarships. They are wages. Just as in any other type of business venture, the premium is production. Nor, contrary to the general impression, is "need" a prime requisite for awards. The principal consideration is a boy's worth in the production of big gates.—STANLEY L. ROBINSON in *Mississippi Educational Advance*.

Book Reviews

ROBERT G. FISK and EARL R. GABLER, *Review Editors*

The Work of the Modern High School, by LESLIE L. CHISHOLM. New York: The Macmillan Co., 1953. 542 pages, \$4.50.

The Work of the Modern High School combines an excellent historical development of education with a clear-cut picture of present and future trends in secondary education. It is rich in resource materials and helpful suggestions. It would be an excellent source of material for supervisors, principals, and teachers in preparing talks for lay or professional groups.

College classes, in general or secondary education, should find this text very valuable. It will be helpful for faculty in-service training through individual or group study, and should be considered a must for secondary-school administrators and supervisors. Schools that are in the process of or contemplating curriculum revision would do well to use this book. It will be a great help to high-school faculties that are trying to develop a meaningful and usable philosophy.

The point of view is clear and understandable.

The book contains many passages that are definitely inspirational. It would be interesting reading for the layman who desires to learn more about the background and present-day philosophy of secondary education.

This book, in my opinion, gives a clear and concise over-view of secondary education. It is written and put together in such a way that it holds the reader's interest at a high level throughout most of the book. In a nutshell, it is interesting, useful, and practical.

CARL C. STRODE
Supt. of Schools
Sarasota, Fla.

Basic Ideas of Mathematics, by FRANCIS G. LANKFORD, JR. and JOHN R. CLARK. Yonkers, N. Y.: World Book Co., 1953. 504 pages, \$2.84.

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are not taking the traditional mathematics courses. This book includes revisions and adaptations of materials and ideas used in *Mathematics in Life* but has a new look, different organization, and several desirable new features.

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The course is organized in fourteen units and includes simple arithmetic, measurement, some geometry, some algebra, and some simple trigonometry using the tangent, sine, and cosine. The style of the text is very personal, either telling the student directly what he must know or do or relating how other students referred to by name have discovered the correct ideas or methods. Mathematics for daily living is emphasized, and the final unit gives experience in solving problems from nine different vocations, among which are nursing, farming, carpentry, and machine shop.

The format is excellent. Approximately six by nine inches, the book lies flat when open and is not too large. Good type, ample spacing, conspicuous topic headings and numbering make reading and study easy. Appropriate photographs of scenes from present-day life introduce each unit.

VIRGINIA CROMARTIE
Junior High School
Ocala, Fla.

Doing Something for the Disabled, by MARY E. SWITZER and HOWARD A. RUSK (Pamphlet 197). New York: Public Affairs Committee, Inc., 1953. 28 pages, 25 cents.

Appealing personal examples and interesting statistics show clearly the extensive need for rehabilitation and the economic, social, and emotional adjustment values to be derived from aiding the disabled to aid themselves. The disabled "can't be identified as a group by age." It is important that youth in secondary schools—as well as adults, employers, friends, neighbors—know the values and possibilities of rehabilitation. To the school counselor and to pupils this pamphlet brings a keen awareness that more constructive assistance should be given the disabled—children and youth as well as adults. Medical science can save lives; through rehabilitation we can also give them meaning.

C. A. MICHELMAN, Chief
Occupational Information and
Guidance Service
State Board of Vocational Educ.
Springfield, Ill.

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The Family and Its Relationships (3rd ed.)

by ERNEST R. GROVES, EDNA L. SKINNER,
and SADIE J. SWENSON. New York: J. B.
Lippincott Co., 1953. 566 pages, \$3.80.

Starting with a consideration of the individual—basic and essential to any group the authors treat first the subject personality in an interesting and enlightening manner.

Presented historically are the mores, customs, and habits of different nationalities, groups, and races of people from biblical times to the present. These include the Greeks, Romans, European nations, early American settlers and frontiersmen, with the varied implications of their cultures or social orders for family life as it is known in our present society.

To illustrate the effects of various cultures on the family, such statements as these are presented: "In the earliest stories of the old testament, the Hebrew family was patriarchal. . . . The patriarch . . . gained control over his kinfolk until, as the head of the family, he had absolute authority over his wife, his children, his relatives, and his slaves. His will was law."

The transition is shown from the earlier period to that of the westward movement in this country and its contribution to family life, i.e., "the influence of the American frontier ushered in modern family life with its relationships of equality of husband and

wife and its emphasis upon the rights of children."

In addition to the individuals comprising a family unit, the authors very ably consider many material things whose understanding can improve family relationship—the machine, the house, occupations, etc. Such important problems as finances, marriage, children, and necessary adjustments to be made are also covered.

Finally, the authors add greatly to the inherent value and worth of the publication by including appropriate readings for each separate unit. The selected readings, supplemented by well-chosen references, impress one as being most stimulating and beneficial to readers of all ages and interests.

WILLIAM F. BURGHARDT
Morgan State College
Baltimore, Md.

Community in Crisis: The Elimination of Segregation From a Public School System, by JAMES H. TIPTON. New York: Bureau of Publications, Teachers College, Columbia University, 1953. 180 pages, \$3.75.

As Americans increasingly learn to make real the democratic precepts inherent in our Declaration of Independence, then as a people we come that much closer to our ideal of granting to others those rights and privileges we want for ourselves.

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Segregation in school and community in Central City was the core of the Negro discrimination question. The author points up the fact that good can and does often accompany social conflict. Improvement in race relations is often the outgrowth of conflict. The solution of community conflict obviously involves not one or two but many community organizations working closely together.

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ity where this story of social turmoil and consequent growth in understanding democratic human relations took place. This reviewer enthusiastically shares Mr. Tipton's antipathy to the melting-pot theory. Quoting from Horace Kallen, the author says, "The American way is the way of orchestration."

Educators in all American communities need to read and digest this book. It should give us courage and strength to face a critical continuing issue in American life.

RUSSELL BRACKETT, Prin.
Ramsey Junior High School
Minneapolis, Minn.

How to Evaluate Students, by HENRIETTA FLECK. Bloomington, Ill.: McKnight and McKnight Publishing Co., 1953. 85 pages, \$1.00.

How to Evaluate Students is a commendable effort to interpret for home-economics teachers the broad concept of evaluation and to show how a teacher can actually attack evaluating the growth of students.

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BERNARD RABIN
Professor of Education
Plymouth Teachers College
Plymouth, N. H.

Planning Your Future (4th ed.), by GEORGE E. MYERS, GLADYS M. LITTLE, and SARAH A. ROBINSON. New York: McGraw-Hill Book Co., Inc., 1953. 526 pages, \$3.60.

Teachers and counselors and the boys and girls with whom they work will find this recent edition of *Planning Your Future* a valuable guide and source of help in the area of educational and vocational planning. Particularly worthy of note

are: (1) the emphasis given the fostering of desirable attitudes concerning work, (2) the broad scope of the information presented, and (3) the experiences offered students in learning procedures to follow in making intelligent plans for a vocation.

In bringing their information up to date, the authors have added much new data, including figures from the 1950 census, recent federal legislation, employer-union agreements, and other information related to occupations. The material has been completely reorganized. It is presented in an interesting manner and it is addressed directly to the boys and girls. A number of the topics are introduced and certain points emphasized through the use of characters and incidents that seem to be taken from the daily lives of teen-agers. The generous use of new pictures, charts, and graphs adds considerably to the interest and usefulness of this volume.

The authors state as their purposes: "(1) To give young students a start in thinking seriously and intelligently about educational and vocational plans for the future, and (2) to develop in these students a wholesome appreciation of the world's work—how people make a living—that will help them to become good citizens." The material is well organized and the information is of a general

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nature. However, many opportunities are pointed out and suggestions made whereby students and their teachers can adapt specific information to particular groups and the local situation.

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The emphasis throughout the book is on "learning by doing." Besides the numerous suggestions and ideas contained within the discussions there is included at the end of each chapter some "Questions to Answer and Things to Do." By carrying out these and similar activities the entire community becomes the "laboratory" of the group. As a project, the authors urge that a survey of local occupations be carefully planned and carried out.

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teachers, sources of pamphlets and materials, and an annotated list of visual aids.

BARBARA A. CHANDLER
Supervisor of Guidance
and Evaluation
Duval County
Jacksonville, Fla.

Your Blood and You, by SARAH R. RIEDMAN.
New York: Henry Schuman, Inc. 130
pages, \$2.50.

An examination of the table of contents of *Your Blood and You* will give a clue to the interesting presentation of parallel material for a combination health and biology class. Too often books for additional reading on grade levels eight through ten are designed for teacher appeal rather than student appeal. This book is written in a language geared to students, not too difficult, but not a slangy or comic-strip style. The second-person approach is one understood and liked by young people because of its familiarity. The material is accurately reported. This book could well furnish the point of departure for the whole study of human biology.

The general concept of the illustrations is excellent. The subjects are of interest to young students and the imagery evoked will assist retention. However, the actual mechanics of the illustrations leave much to be desired, for they lack clarity and lucidity. The professional tone of the book is marred by the unprofessional execution of superior ideas.

The book's size and general construction suits the age group for which it is intended. The excellence of the table of contents and the index indicates the fine material within the book. As parallel reading, point of departure, or interest awakener Riedman's *Your Blood and You* would be a first-rate addition to the science libraries of schools.

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The following excerpts are clues to good professional reading in THE CLEARING HOUSE for October.

It is becoming increasingly easy to prove negligence against teachers, officials, and districts. Eternal vigilance on their part is becoming the price of staying out of court.—*L. E. Leipold*, p. 77.

Because it is often difficult to pour "new wine in old bottles," a trend has begun to replace the outworn title of vice-principal with the more meaningful title of "assistant principal." . . . It is certain that the job has changed! Why not the name?—*G. L. Wahlquist*, p. 79.

The keynote of the experiment was to be informality and in this respect they all, down to the last man, cooperated beautifully. For the first few weeks the class, which was held outdoors, opened with a free-for-all-brawl. *Katherine E. Doyle*, p. 82.

Recently there has been a good deal of pressure to use the term *pupil personnel* instead of the better-known *guidance*. . . . The fact is that the term *guidance* is being asked to cover too much territory.—*Frank G. Davis*, p. 85.

"Mounting Pegasus," "An Achilles' heel," "between Scylla and Charybdis," "halcyon days," "chimerical ideas," "an Augean task," "a Procrustean bed"—at the conclusion of our unit on classic mythology these terms and others like them have become vibrantly alive to our tenth-grade English students.—*Miriam Stewart Cox*, p. 89.

In our school, we have recently had a problem-solving experience of which we are proud. "Operations Cafeteria," as we now refer to it, began quite by accident in the classroom one day last winter.—*W. L. Colombo*, p. 98.

In any departmental meeting in mathematics, English, social studies, science, etc., the only thing the teachers have in common to talk over is the subject matter which they teach. In a grade-level meeting, where you have together the teachers of all of the subject areas, the only thing in common they have to talk about is the child they have in their classes.—*Charles W. Mintzer*, p. 103.

The quota system produces, I think, better grades by the students who desperately need better grades. That better grade to the low student is evidence of mastery, and like all feats of mastery, recognition must follow in the form of praise, a slap on the back, or a simple comment, "Nice going."—*Joseph R. Casey*, p. 109.

Are you the kind of teacher who jumps at the chance to get rid of his class by sending it to the library? Or are you the kind of teacher who sends his class to the library but fails to go with it because he needs that time to do something else? If you are this kind of teacher, and the type is not uncommon, it is time to take stock of the harm you are doing.—*Chase Dane*, p. 110.

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12 Sensible Steps in Remedial Reading	<i>Delwyn G. Schubert</i>	80
The 12 Misfits and the Class That Fitted Them	<i>Katherine E. Doyle</i>	82
What Do You Mean—Pupil Personnel Services?	<i>Frank G. Davis</i>	85
Meet the Myths: Tenth-Grade English Unit	<i>Miriam Stewart Cox</i>	89
The College Club of Dobbs Ferry High School	<i>Charlotte A. Heuss</i>	95
Senior Survey of Coraopolis, Pa.	<i>John Huston</i>	97
Operations Cafeteria: Social-Studies Investigation	<i>W. L. Colombo</i>	98
Junior Gestapo in Student Government	<i>Donald I. Wood</i>	100
Why Fair Lawn High Faculty Is Organized by Grades	<i>Charles W. Mintzer</i>	103
They Can't Do This to Me!	<i>William Plutte</i>	104
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Child Training and Personality—A Cross-Cultural Study, by JOHN W. M. WHITING and IRVIN L. CHILD. New Haven, Conn.: Yale University Press, 1953. 353 pages, \$5.

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fails to take the reader from a statement of the study, clearly set forth, to a conclusion that is definite and understandable. Such conclusions as the authors are willing to draw are almost incidentally presented in the final chapter. The reader who is used to an orderly presentation in scientific writing in which there is little doubt as to when the author of a book or study is presenting a conclusion, will find *Child Training and Personality* annoying and frustrating in this respect.

The authors organized their study to discover how the individual's personality is affected by the culture in which he lives and how the individual may, in turn, affect that culture. According to their report, they felt handicapped by a lack of anthropological studies of societies in the world and by a lack of direct measures of personality characteristics. Not once did they seem impressed by the extreme complexity of this problem: the study of such tremendous variables as personalities in the world today. When one considers the problems involved in trying to arrive at generalities out of such a heterogeneous collection as world-wide personalities, it is no wonder that they did not come to much of a conclusion.

EDWIN A. FENSCH
Director of Research
Mansfield Public Schools
Mansfield, Ohio

BOOKS RECEIVED

Fifty-Second Yearbook of the National Society for the Study of Education; Part I, "Adapting the Secondary-School Program to the Needs of Youth," 316 pages; Part II, "The Community School," 292 pages. Chicago: University of Chicago Press, 1953. \$2.75 each.

Grammar in Action (3rd ed.), by J. C. Tressler. Boston: D. C. Heath & Co., 1953. 391 pages, \$2.48.

Role of the Teacher in Personnel Work (4th ed., rev. & enl.), by RUTH STRANG. New York: Bureau of Publications, Teachers College, Columbia University, 1953. 491 pages, \$3.25.

Solid Geometry—A Clear Thinking Approach, by LEROY H. SCHNELL and MILDRED G. CRAWFORD. McGraw-Hill Book Co., 1953. 198 pages, \$2.96.

Story of America, by RALPH V. HARLOW. New York: Henry Holt and Co., 1953. 607 pages, \$4.28.

This Government of Ours—National, State, and Local, by JACK ALLEN and FREMONT P. WIRTH. New York: American Book Co., 1953. 600 pages, \$3.48.

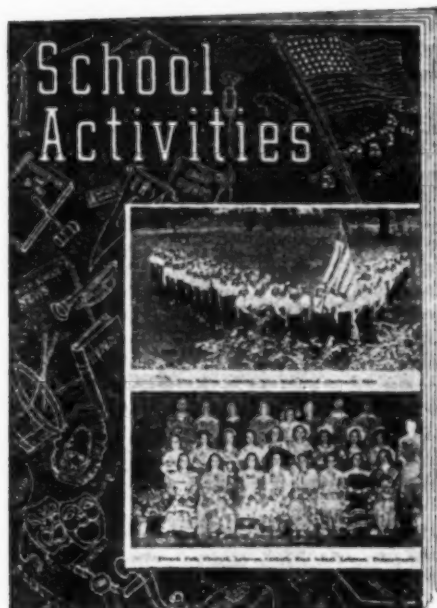
Today's Home Living (rev. ed.), by MARGARET M. JUSTIN and LUCILE OSBORN RUST. Chicago: J. B. Lippincott Co., 1953. 544 pages, \$3.80.

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Audio-Visual News



CLASSICS: *Halfhour Classics Series*, filmstrips, B&W \$3.75 each, 8 or more \$3.25 each; color, \$5 each, 3 or more \$4 each. Issued by Educational Productions, Ltd., of London, distributed in the U. S. by Filmstrip House, 25 Broad St., New York 4, N. Y. These 19 filmstrips use scenes from motion pictures with such stars as Laurence Olivier, Orson Welles, Vivian Leigh, Alec Guinness, and Robert Newton. There are 3 classics by Shakespeare, 5 by Dickens, and one each by Shaw, Cervantes, Hugo, Kipling, and Thomas Hughes. The remaining 6 filmstrips are from Walt Disney films: *Pinocchio*, *Snow White and the Seven Dwarfs*, *Cinderella*, *Peter Pan*, *Robin Hood*, and *Treasure Island*. Each filmstrip has a teacher's manual.

MODEL PRISON: *Inside Story*, 13 min., B&W, \$50, issued by Encyclopaedia Britannica Films, Wilmette, Ill. A model prison in Norfolk, Mass., and its experiment in rehabilitating the inmates, are featured in this motion-picture tour of the prison colony which emphasizes the importance of vocational therapy and recreation. Features of the prison shown include escape proof passageways, the colony buildings, hobby shop, industrial shops, library, and gardens. Prisoners appear in the film (but not their faces) in informal groups, engaged in work, recreation, and council meetings. Especially prepared for civics, problems of democracy, and other social-studies courses. (HS, Adult)

COLLEGE: *College: Your Challenge*, 1 reel, sound, color (\$100) or B&W (\$50), issued by Coronet Films, Chicago 1, Ill. An educational guidance film presenting the benefits of college, both academic and non-academic, which high-school students may ex-

pect. Methods of dealing with financial problems, and a possible call to military service are considered, along with other obstacles, providing a basis for further discussion and individual consultation. (Sr.H)

HISTORY: "Then and Now in the United States," filmstrip series, 6 new titles, color, \$7.50 each, 6 or more \$6 each, issued by Silver Burdett Co., New York 3, N. Y. The 6 new titles added to the 12 previous strips in this series are: *In the Rocky Mountains*, *On the Great Plains*, *In California*, *In the Pacific Northwest*, *In the Southwest*, and *Between the Western Mountains*. These strips tell the story of how people have used the natural resources of each region, relating the past and the present. The development of the U. S. from coast to coast, and from the early settlements to the present time, are now covered in the set of 18 filmstrips. (Jr.H, HS)

RAILROADING: *225,000-Mile Proving Ground*, 19 min., sound, color, free loan, distributed by Princeton Film Center, Inc., Princeton, N. J. This new film replaces two older railroad films, which have been withdrawn. It tells the behind-the-scenes story of how America's vast railroad network keeps trying to improve its efficiency through continual research, invention, and investment. The film concerns the great Central Research Laboratory of the railroads, featuring the change-over from steam to Diesel power, push-button freight yards, central traffic control and other developments. User pays postage both ways. (Jr.H, HS, Adult)

SHOP: *Woodworking*, series of 6 filmstrips, about 50 frames each, color, \$31.50, issued by McKnight & McKnight Publishing Co., Bloomington, Ill. Emphasis is placed on showing the student how to solve problems in woodworking for himself. Titles are: "Design in Wood," "Hardwood Lumbering," "Hardwood Processing," "Safety in the Shop," "Finishing-1," and "Finishing-2." (Jr.H, HS)

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